

Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

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The teacher's spring song ought to be: "Rejoice in the Lord always."

The festival of Easter seems at times to be pre-eminently the educator's festival, so vastly is meditation upon the mystery of the Resurrection fraught with meaning to the student and the teacher.

From time to time let us manage to say a good word in class for the Catholic press. Better than that, let us show by our example that there are Catholic papers in this country that every Catholic should know.

The manner of making the sign of the cross, of genuflecting, of taking holy water, of leaving the communion rail, of holding a prayer book—all these are in themselves externals; but attention to such details on the part of the teacher contributes much to the edification of the brethren.

Here is another little device that has borne fruit. Why not let some of the larger and more ambitious children try their hand at writing additional stanzas to some of the familiar hymns in honor of St. Joseph, St. Patrick and other patron saints?

Should there be closing exercises in your school, now is the time to look through the clippings you have selected during the past few months and to make a judicious selection of methods and materials. The entertainment that is well planned is half prepared.

A suggestion for art classes: Why not originate a Great Saint Calendar, somewhat similar to the Good Cheer and Great Author calendars with which the late holiday season has so mercifully deluged us? Such a project ought to prove salutary, considered from the dual viewpoint of edification and art.

Let us never forget that the little crosses cheerfully borne are especially pleasing to our dear Lord. Few of us are destined to martyrdom, but we all have ample experience of little misunderstandings, little worries, little vexations, little slights. Can we do anything better than smile bravely and thankfully and offer them up?

Let us not be negligent during the last days of Lent of the duty of reading to our pupils the Gospel accounts of the passion of our Lord. There is a magnificent simplicity about the evangelists' writings that goes straight and true to the heart of childhood. And, besides, a special grace attaches to the reading of the divine word.

Some instruction, simple and direct, on the ceremonies of Holy Week, ought to constitute a part of our work as Easter approaches. An insight into the liturgy of the Church kindles the youthful imagination, commands respect for sacred things and predisposes the heart to true piety.

The Foster Father.—Does it not sometimes seem that in this country the devotion which is practiced in honor of St. Joseph differs in one important respect from the veneration tendered the great Foster Father in older and more distinctively Catholic lands? It is not that we are less orthodox or less fervent, or even that our manifestation of devotion is less salutary; but we appear to be— if we may so word it— on less intimate and familiar terms with the Patron of the Church Universal.

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

Carlyle, it will be remembered, once complained reproachfully that the author of "Paradise Lost" was "terribly at ease in Zion." Now, there seems to be a little bit of the Carlyle attitude in our popular devotions, especially in our devotion in honor of the saints. We are not precisely at ease with them. And this seems to be especially true in regard to the one saint with whom we ought to feel pre-eminently and lovingly intimate—the Foster Father of Our Lord.

A glance at the devotional literature of such a country as Italy makes us realize that our brethren across the sea approach the saints in a spirit of holy simplicity and with an air of intimacy which to some of us is almost appalling. There is a magnificent spiritual abandon in the writings of St. Alphonsus and the companions of St. Philip Neri which we are slow to imitate—slow, even, to admire. We hang back, so to speak, in the presence of the saints, and insist on formalities; we are too self-conscious to ask little favors, to approach in a devout, childlike spirit.

And yet, if devotion to St. Joseph is to bear fruit, if it is to be a safeguard in days of trial and an aid to growth in holiness, surely it should partake of that familiar affection which characterized the veneration paid to the great patron by St. Teresa. Great love never stands too much on ceremony, and a respect in which filial devotion and supreme confidence are happily blended ought to be the keynote of the suffrages addressed to St. Joseph. Truly, must we become as little children.

A learned and devout Dominican father once said that in many of our devotions there is too much head and not enough heart. There lies in the remark a deep suggestion for the Catholic teacher. And during this month of St. Joseph we shall do well if we inspire in our pupils a devotion to the Foster Father that is founded on deep, personal love, the love that is familiar and confiding because it is such great love.

For the Teacher of History.—We may or may not espouse the cause of the Bull Moose, but we are certainly in error if we overlook certain things of moment which Colonel Roosevelt said in the course of a recent address before the American Historical Association at its annual meeting in Boston. There is inspiration in the following:

"The true historian will bring the past before our eyes as if it were the present. He will make us see as living men the hard-faced archers of Agincourt and the war-worn spearmen who followed Alexander down beyond the rim of the known world. We shall hear grate on the coast of Britain the keels of the low-Dutch sea-thieves whose children's children were to inherit unknown continents. We shall thrill to the triumphs of Hannibal."

Something similar must the true teacher do. History is not the barren record of the past, but the palpitating story of the strivings of our fellow men. It is not, as Green would say, a drum and trumpet history, nor yet a thing of deadening dates and dismal dynasties. Rather it is something to revel in, something over which to glow. And only the teacher possessed of an enthusiasm based upon living knowledge will have the facility of teaching history as history should be taught.

The Chinese Way.—Our readers cannot afford to overlook Dr. Turner's recent article in The Catholic Educational Review on "Education in Ancient China." Perhaps the best and most suggestive statement in the paper is one that, even when wrested from its context, might well be graven on classroom walls and over the doors of all our normal schools: "The student of the history of

education should try to see the 'good in things evil,' and, if he reflects on the data furnished by the historian, he will see in every system of education something to praise as well as something to blame."

Elsewhere Dr. Turner says: "Moreover, he will not be misled by prejudice into the error of false analogy and use the shortcomings of the ancient Chinese as educators in order to condemn a Christian system of education because of a fancied resemblance."

This, too, is excellent advice. And yet, on reading one passage descriptive of Chinese conditions, I sadly confess that the picture that arose before my mind's eye was of a schoolroom not situated in the orient. That schoolroom is now, happily, a thing of the past; but there was a time when, even here in America, it was typical of certain perverted systems that wore the sanction of authority even as the ass wears the cross. Here is Dr. Turner's picture of Chinese conditions:

"Accordingly, we find among the Chinese some of the most reprehensible methods, such as excessive (even exclusive) memory training, mechanical repetition, unintelligent imitation, crudeness in material equipment of the school, and, on the part of the teacher, the liberal use of the rod, inhuman harshness, and an attitude, one may say, of hostility towards those whom he tried to teach."

The poor, benighted Chinese of long ago! But—let us whisper it ever so softly—are such things as mechanical repetition and unintelligent imitation totally unknown in some of our schools, and are all our teachers free from the charge of harshness and hostility?

The Gift of Understanding—A prominent religious superior is reported to have said, in one of those moods of apparent frivolousness that are in reality such searchingly serious moments of self-revelation, that he would never encourage a poet to enter a teaching community. "Poets," he continued, "are excellent in their way, and undoubtedly the world needs them—especially after they are dead; but they don't make good teachers."

Now, it would be easy enough to cite more than one noted instance of teachers who were poets and poets who, in the strictly technical sense, were teachers; but, in the main, it does hold true that possessors of the lyric gift do not lend themselves readily to either community life or to the labors of the classroom. This view is going to be combatted, I know; but the fact remains that the subjective mind—which is the lyric poet's chief inheritance—is in many cases the teacher's greatest affliction.

The poet, fine frenzy and all, has the gift of knowledge—of himself; but in most cases he does not possess the gift of understanding—of the men and women round about him. The poet, at least the lyric poet, looks into his own heart; the teacher must know how to look into the child's heart. The objective thinker—and such the teacher must be—knows how to adopt another's point of view.

All of which reminds us of one of the most striking figures in recent dramatic literature, the French tramp-philosopher, Ferrand, in John Galsworthy's remarkable three-act fantasy, "The Pigeon." Ferrand is a hopeless, helpless drifter who has tasted of English institutional life and most emphatically does not like the experience. He is talking the matter over with the artist, Wellwyn:

"Since I saw you, Monsieur, I have been in three institutions. They are palaces. . . One little thing they lack, those palaces. It is understanding of the human heart. In them tame birds pluck wild birds naked. . . If I had one prayer to make, it would be, Good God, give me to understand! Those sirs, with their theories, they can clean our skins and chain our habits—that soothes for them the aesthetic sense; it gives them too their good little importance. But our spirits they cannot touch, for they never understand. Without that, Monsieur, all is dry as a parched skin of orange."

Little wild birds flutter in our classrooms, too—little birds we often unjustly call black birds, merely because they chirp more madly and more unseasonably than do the tame birds perched demurely by. We must remember that God made all the birds and that He loves them all. And if we would do the Master's work, the hearts of all His little ones we must seek to know. Well, indeed, has poor Ferrand said: "Good God, give me to understand!"

The Montessori Method—It is fair to assume that many

alert readers of the Catholic School Journal are interested in what is being written concerning the system of child control and direction popularized by Dr. Maria Montessori. The best books on the subject are "The Montessori Method," by Dr. Montessori herself; "The Montessori System," by Dr. Theodore L. Smith, and "A Montessori Mother," by Mrs. Dorothy Canfield Fisher.

The Montessori method is nothing startlingly new. It is merely an application of principles that have long been recognized as of pedagogical value and that here and there have been already carried past the experimental stage. We are indebted to the Roman lady for a consistent and stimulating adaptation of those principles to the training of young children.

The leading principle upon which the Montessori system is founded has been formulated with a fair degree of accuracy and inclusiveness by Dr. McMurtry in his "Elements of General Method": "The function of the teacher is to provide the suitable materials and to render the conditions as favorable as possible to the child's exercise of his own mental forces. The teacher is, at best, only a careful, judicious supervisor of a natural process. And yet it will be generally acknowledged that the kind of thinking done by the children will depend chiefly upon the teacher's plan of arranging and handling the materials."

Dr. Montessori applies this principle—which has been amply recognized by such educators as St. de la Salle and Monsignor Dupanloup—to the problem of motor training. Her chief departure from the prevailing kindergarten methods is less insistence on the element of play as play. She furthermore aims at training through several senses—for instance, she advocates the teaching of spelling by means of the sense of touch as well as by means of sight and hearing.

Like all good things, the Montessori method may be carried to an undesirable extreme—we have a few instances of how such might come to pass in Mrs. Fisher's well-written and enthusiastic book. But the fact need not militate against the worth and the suggestiveness of the method which Dr. Montessori has amplified with so much success.

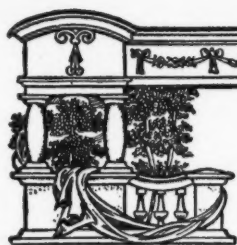
The warning—if there be need of warning—against the dangers remotely inherent in the Montessori method was well sounded years ago by John Stuart Mill: "It is, no doubt, a very laudable effort in modern teaching to render as much as possible of what the young are required to learn easy and interesting to them. But when this principle is pushed to the length of not requiring them to learn anything but what has been made easy and interesting, one of the chief objects of education has been sacrificed."

A Tribute to a Great Book—Among the numerous answers that came to us as a result of three questions recently formulated in these columns was one that constituted a great tribute to a great book. A religious teacher—a woman of wide experience and a profound knowledge of both life and letters—stated that in "The Imitation of Christ" she found her greatest aid in living her life as religious, student and teacher. This same nun, in her delightfully laconic answer, unconsciously revealed the fact that she has come very near to attaining to that ideal harmony of all phases of life without which happiness and success are very far away. For life, after all, is a unit—not a series of water-tight compartments in which the classroom, the chapel and the cell have no common bond of interest and mutual aid.

Student Magazines.—Numberless Catholic colleges and academies publish magazines edited by the students. Copies of these interesting periodicals might be placed in the children's reading room where they are sure to prove attractive. Student work is always interesting to students—even very young students—and it will arouse a desire for healthy emulation. Incidentally, many student papers are excellent productions and contact with them cannot but prove beneficial.

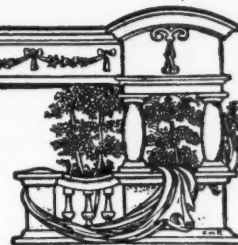
While you think of it send \$1 for the current year's subscription and get a receipt by return mail. You will thus save money and avoid bothering about the matter later in the school year when you are rushed with work.

A Pennsylvania Teacher writes: "The Catholic School Journal is one of the few magazines in which everything is worth reading. I go through it monthly from cover to cover."



The Place of Entertainments in Our School Work.

Rev. L. W. Mulhane, Mt. Vernon, Ohio.



Before entering upon my subject, it may not be out of place to state that notwithstanding a time-honored and somewhat effective opposition to too elaborate and time-consuming school entertainments, the writer is—to be candid—not opposed to all school entertainments, provided they are practical and sensible. Some diplomacy must be used in any discussion of this subject on account of the wide diversity of opinion and practice—the diplomacy such as General Horace Porter spoke of on one occasion when instructing a class of young men studying law. He advised them that if they had to talk to a man from Iowa to talk corn; if they had to talk to a man from Boston, talk beans. One of the class asked what one should do if he had to talk to two men at the same time—one from Iowa and the other from Boston. The answer was, “Be diplomatic and talk succotash.”

We all recognize that occasionally it is helpful both to teacher and pupil to vary the school-room work in order to relieve the monotony of the daily grind. A little entertainment now and then will serve this purpose, but it should not be so elaborate as to consume too much valuable time in preparation. Declamations, songs and recitations, now and then, in each room or for the entire school, answer the purpose very well, but they should not be too frequent. National holidays might well be used for such purposes, or historic days in the annals of the parish. To be definite, I see no reason why once a month some little exercises might not take place in each room. Circumstances and places will have to serve as a guide, and all these must be left to the judgment of those in charge of the school.

Closing Exercises Have Been Overdone.

However, the chief subject to discuss is the closing exercises of the year. For years past these have become to teachers and pupils very often laborious and tiresome. That some sort of exercises at the close of the school year are appropriate, no one will gainsay, but as in all things there is a medium. The elaborate and scenic affairs we have too often witnessed are to be avoided. Custom had almost compelled them and when the movement was inaugurated some years ago, here and there, to curb them or discontinue them, it took some courage to stem the popular tide. The tide has turned the other way, but not sufficiently in all places and in all ways. We have witnessed what were labelled as school commencements, some entertainments that could not by any possible twist of human language be named as such—dancing, fairies, redlights, vaudeville stunts and such do not belong by any stretch of imagination to school commencements. Let me picture in the words of another, the well-known scene, which he well calls the appendix of the parish school and as such should be removed:

“Whenever this begins to declare itself in chronic fevers, the classes begin to lose in the quality of vigorous, robust health. The school may become a fair miniature vaudeville, but not a parish school. Acting or mimicry is no index of an education. If anyone thinks that the regularity and efficiency of class work is possible during the recurrent fevers of entertainments, he will be disillusioned, if he will but take charge of the schoolroom for one week at one of these momentous periods and simultaneously nurse the malady towards the development of the crisis. And then if he has to do all the shopping, and manufacture all the historic costumes for the entire troupe, and stand behind the scenes to adjust the crown of gold paper on the head of the lost prince, and keep those mummers mum whilst they are waiting for their turn, and be ready with needles and pins to repair all the disasters to togas even as the curtain is rolling to the sky, and gather things up before midnight and appear the next morning with his

best smile, he will want to go farther than modern science, he will be for cutting out the appendix before it can have another chance to give a warning of its existence. Not the big vanity of the fond parents, nor the little vanity of the darling child, will avail to stop his awful logic.”

Elaborate Entertainments Bring Poor Return for Effort.

Is that not a faithful picture? But if you add to it this supplement you will complete it. “The good teacher in charge, tired and worn out after weeks of rehearsals, the next morning in all the goodness of her simplicity and gentleness asks the pastor (who in the meantime has counted the shekels) how he liked the affair. And he also in his simplicity—I won’t add his gentleness—replies: “Fairly well, but not up to last year’s.” Then you have the entire affair, financially and psychologically. Imagine the good teacher, and she is a bit human yet, striving to keep back the womanly tears, and perhaps if she has the saving sense of humor, humming to herself the lines:

Defend me, therefore, common sense, say I

“From reveries so airy, from the toil

Of dropping buckets into empty wells,

And growing old in drawing nothing up.”

These days, however, are gradually passing away, and the excuses for such entertainments are no longer valid. The objection to them is founded also on a waste of time in preparation, taking away needed time in the class room and the distraction, necessarily following such preparations on the minds of the pupils. Take a school in the last days of May and the early days of June, and if the pupils’ minds are intent upon “The Exhibition,” as it is popularly known in many localities, how can you expect that they can concentrate their minds upon their studies or upon the approaching examinations?

Regular Work of Teachers Taxes Ones Vitality.

Another objection is the burden placed upon the teachers’ shoulders. In our present circumstances, most, if not all our teachers have ample burdens already without placing unnecessary ones upon them. To quote again: “There is no other occupation which is so wearing on the nervous system as is the occupation of the teacher, especially when the class is large. One day in the classroom calls for a greater expenditure of nervous energy than one week in the exercise of parochial functions. When this expenditure is made for five successive days in the week, the increase in the difference becomes greater and greater each day as the week goes on.” Early death robs us of too many of our noble teachers. “If you go to the confines of our cities and walk along those silent pathways, the way of Bethlehem, the way of Nazareth, the way of Olivet, you will find their names under the weeping willows, carved on the stone. They are where the child’s needs can no longer stir them to the superhuman effort, and all we can say is *Requiescant in Pace.*”

Generally speaking, pastors, teachers and people have grown tired of elaborate and lengthy entertainments, and I am confident that teachers especially will welcome the change. In some cases, I fear, the change has gone too far and closing exercises have been shorn of all ceremony and dignity, and consequently made less impressive. The past season I heard of one school in which studies were continued until the last Friday of June, no examination at all, simply school was dismissed for the summer and the pupils who were to return no more were handed their diplomas. Well, this was simplification to the nth degree, so very simple that it recalls the essay of the lad who was told by his teacher to write a brief composition on “Columbus, Discoverer of America.” He did so, prefacing it with the remark that Columbus was the first K. of C. and closing his brief essay by saying that when Columbus got on this side of the ocean and saw land and some Indians, he said to the Indians, “Say, you are discovered.” So in the

closing of the school above referred to about all the class had to recall was, "You have graduated."

The Appropriate Entertainment for Parish School.

But I hear the echo of someone asking: "Well, what kind of an entertainment do you think would be appropriate for a parish school?" My answer must be, that depends on the place and the school. If the parish school is of recent establishment in the community, make your first commencement of such a nature that it will leave a good and lasting impression, and to this end it may be more elaborate than subsequent ones need be. If you have a high school, make the graduation exercises impressive and sensible. Do not let the graduates be relegated to the rear in the exercises, but make each one of them stand out prominently. Have them commit their essays to memory and deliver them in public. Limit the time of each essay to five or six minutes, and have them choose sensible subjects. It is well for the pastor or teacher to propose a list of essay subjects, sufficiently large to enable each graduate to have a choice of three or more titles. Thus you will eliminate the "high-brow" subjects and aid the pupils to a great degree. Have music and songs intersperse the order of essays, making the exercises strictly literary and musical, reflecting the education and work of the departing class. If you have no high school do something similar for the class that receives the grammar school certificates. Substitute declamations and recitations for essays, but do not make your exhibition, entertainment or what you are pleased to call it, a vaudeville performance. Was it Pope who wrote:

"He knows to live who keeps the middle state
And neither leans on this side or that."
And some old philosopher once remarked:
"The best pleasures of life lie
Within the ring of moderation."

CATHOLIC TEACHERS' COLLEGE FOR WOMEN.

Communities Will Build on Site Adjoining Catholic University.

The Sisters throughout the United States are looking forward to the time in the near future when there will arise, under the shadow of the Catholic University, a Catholic teachers' college for women, to which the various teaching orders will send their most gifted members to receive the highest training that the age affords, and to carry back with them to their several communities a knowledge of the most approved methods of teaching.

The Sisters' College is a response to two of the most obvious needs of Catholic education in the United States: the teacher's need of adequate training and the need of

system and organization in our Catholic schools. Our Sisterhoods were most anxious to obtain, under Catholic auspices, the necessary knowledge and training needed for the efficient performance of their duties in our Catholic schools, and while awaiting the day when the Catholic University would open its doors to them, more than six thousand of them availed themselves of the opportunity of taking correspondence courses under the direction of the Department of Education in the Catholic University.

This Correspondence School helped in no small measure to bring to the consciousness of the teachers in all parts of the country and of the various teaching communities some of those fundamental principles whose natural working out must necessarily lead to a united system of Catholic education in the country.

In November, 1910, a resolution was passed by the Board of Trustees of the University, authorizing the establishment of the Sisters' College, and in the following summer the first session of the Summer School was opened. In October, 1911, the Sisters' College was formally opened by the rector of the University, and Monsignor Falconio, then Apostolic Delegate, gave it his blessing.

A fine tract of land of 57 acres adjoining the University, is to be the site of the Sisters' College, and in the plan which has been worked out, it is proposed that each teaching community shall build and own the house in which its members reside, paying therefor a ground rent sufficient to defray the expense of the up-keep of the grounds.

The land chosen for the site lends itself naturally to a division of the buildings into two groups, one of academic buildings, and the other a group of community residences for the various religious orders.

As the chapel is the dominant element in this group, its eminence renders it the focal point of the entire assemblage of buildings of the college. Grouped around the chapel are the schools of Art and Music.

At the present time the Sisters are quartered in seven houses near the University, which have been leased and turned into convents, where they reside the year around. The Benedictine Sisters are housed in Caldwell Hall.

At present there are 3 Sisters of the Incarnate Word, and 4 Sisters of Divine Providence, from San Antonio, Texas; 2 Sisters Congregation of Notre Dame, Montreal, Canada; 4 Sisters Loretto, Ky.; 3 Sisters Divine Providence, Newport, Ky.; 3 Sisters of Providence, Terre Haute, Ind.; 2 Sisters St. Dominic, Sinsinawa, Wis.; 2 Sisters St. Benedict, St. Joe, Minn.; 2 Sisters St. Joseph, Kansas City, Kas.; 3 Sisters St. Joseph, Carondelet, St. Louis; 2 Sisters of Mercy, St. Agnes, Chicago; 4 Sisters of Mercy, Hartford, Conn.; 1 Sister of Mercy, Wilkes-

(Continued on page 386)

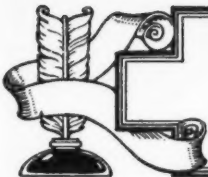
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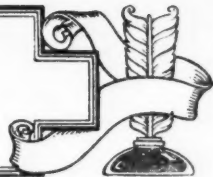
A REMARKABLE PHOTOGRAPH

View of St. Peter's Church, and the Vatican Gardens, Rome. Photograph taken from a balloon at a great height over the Eternal City.





Home-Work, Its Use and Abuse.



By a Sister of Loretto (St. Louis, Mo.).

The question of home-work has often confronted the conscientious teacher. You are all familiar with the problem, how to urge on the indolent by means of home tasks, and yet not overdo the weak and nervous child. Shall we or shall we not assign home-work, and if it must be assigned, then how much?

The teacher's work is full of difficulties; if she starts out in her teaching career filled with the desire to please, and if no higher motives support her, then, indeed, will she find herself often overwhelmed in "the slough of despond." It would seem that many parents feel in duty bound to pour criticism upon the teacher and her work—nothing pleases. If home-work is assigned, the parent says: "Well, well, don't they overdo the thing just a little at that school? Hasn't my boy enough time to get his lessons from nine until three? He needs the time after school to play and grow. I must go over and have a talk with that teacher." If no home-work is assigned, then from Tom's mother we hear: "My boy doesn't seem to be doing much, he never has any lessons to prepare; he says he gets them all in school. Now, when we went to school, we studied, studied everlastingly—how can we expect children to learn when the hours in school are so few, and then no home-work! Pile up the work, give him plenty to do!" Have we not heard from these two classes of parents? Have we not puzzled over the question until our brains were in a whirl—home-work or no home-work?

Even among educators there is a diversity of opinion concerning home-work as connected with school work. Some say that teachers should not require their pupils to perform tasks outside of school hours; others defend the practice.

Opinions For and Against Home-Work.

The following is a quotation from one holding the former view: "If the subject be investigated thoroughly, there is no doubt that the reason so many pupils leave school as soon as they can would be found in the fact of their discouragement, the result of being unable to meet the teacher's requirements in the way of home preparation. Teachers are not unsympathetic; but discipline must be maintained, and experience has taught them the futility of an attempt to discriminate. Home-work for one, home-work for all, must be their motto. No matter in what light it is considered, or from what point of view, home-work is a bad thing."

In opposition to this the following from eminent educators may be quoted: "The way the leisure hours at home have been used has determined the success or failure of legions of men and women."—"The best part of every man's education is that which he gives himself."—"Education lays the foundation; self-education erects the building."—"If you want knowledge, you must toil for it; if good, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes through toil, and not by self-indulgence and indolence. When one gets to love his work, his life is a happy one."

"We know, or ought to know, how true this is. Our pupils don't—at least, they can not be reasonably supposed to. Some day, however, they are going to find out, and the shock will come a little easier to them if we prepare the way for it by gradually leading them to see that nothing in this world that is worth having is obtained without work. Bourke Cochran once defined happiness as absorption in some legitimate form of industry. The school, whatever else it may be, is a preparation for the business of living. And while that preparation should not be along such narrow lines as ultra-practical (and therefore must impractical) educators advocate, it should be something more than a hot-house culture which isn't of any use in the open. Carlyle worked himself into a fine frenzy over the Gospel of Work; but he said some sage things and true. In view of the don't-hurt-yourself-but-please-listen-to-the-pretty-story attitude of some educational fad-

dists, a course of reading in Carlyle, judiciously pursued, wouldn't be the worst thing in the world for teachers."

The Legitimate Purposes of Home-Work.

It is the opinion of the writer that home-work may be made an important factor in the education of the child. It gives the child an opportunity to show what he can do; it gives the teacher a tangible proof of the child's grasp of the subject-matter, taking it for granted that the work is the child's own; it gives the teacher an opportunity of giving test and review work to supplement the textbook. Who does not grant that the pupil's work is the important work? Often the teacher, carried away by the spirit of over-zeal, thinks, when she has poured herself out on a subject, that the children, as a matter of course, have assimilated all that she has taught; but let her stop a while and do some testing—it is the work done by the pupil himself that reveals how clearly he has understood. The teacher has not taught until the pupil has learned—a trite saying.

There are three parts to every lesson: the assignment, the study, and the recitation. As far as the teacher is concerned, the assignment is the most important part. How often have we not seen the indiscriminate assignment of lessons with no regard to their accomplishment! Here is an abuse. There are teachers who seem to believe to have fulfilled their mission in the classroom when they have assigned tremendously long lessons. Why give the motives which prompt this heartless act? Perhaps they have none. The recitation is ended and the teacher makes the announcement—let us suppose it is a class in arithmetic—take the next two pages. She may not know the context of those pages; she gives no help, no suggestions; perhaps she smiles a little at their look of consternation. Next morning, papers are collected and placed carefully on the teacher's desk, where they remain until evening, when they are consigned to the waste basket. The effect of this is deadening; the work and efforts of the pupils are in no way appreciated. The class usually divides itself into the workers and the non-workers; the former receive no credit for their work, the latter escape without censure. This same teacher assigns pages in every lesson. The conscientious or ambitious pupil is driven too hard if he attempts to prepare all the work, and may become a nervous wreck. The recitation period in this classroom is simply a hearing of lessons—no teaching is done. The end in view is to get through the book, and they do get through it; but what else is accomplished? How much of it all remains. How much power has been acquired? How much mental development results? This may seem an overdrawn statement, but it is a daily occurrence, this teaching which amounts simply to the assignment of lessons. If the teacher would prepare her work systematically and conscientiously, she would shorten the home tasks, and her own preparation would put her in touch with the difficulties of the pupil, making her, therefore, more sympathetic and less requiring. "Teacher, educate thyself. In bending with a brave heart to thy life task, thou shalt find not only guidance and illumination in thy work for others, but an unfailing source of enthusiasm, without which thou canst not be a former of immortal souls, but merely a hearer and exacter of lessons." In the lower grades it goes without saying that there should be no home-work, the irate parent to the contrary notwithstanding.

Fixing the Length of Lessons.

Lessons should be of the right length, long enough to tax the pupil's power, but not so long as to produce discouragement. The length should be adapted to the majority of the class, not to the brightest, nor to the dullest. "The character of home-work should always be supplementary; it should not break new ground, but rather look to the thorough cultivation of fields already sown." The teacher should give suggestions when necessary, so that the student will not waste his study hour—a few words

of wise direction would enable him to study with intelligence and profit; but she should see to it that too much help is not given; for this has a tendency to create dependence in the student, and to kill mental growth and effort. On the other hand, the teacher is forced to do in the recitation what the pupil would have done for himself in the preparation of the lesson, if she had only given the necessary help in assignment.

"Intelligent interest, conserved energy, zealous effort and other results of a satisfactory nature, attend the study and the recitation of a lesson that has been properly assigned. The child should become interested in the lesson when it is assigned, not when he recites it. And yet how many teachers try to awaken interest at the time of the recitation, after the pupils have pulled themselves through the drudgery of studying a misunderstood lesson! The best teaching ability is displayed in the skill and judgment employed in assigning a lesson. I shall learn much more of a teacher's ability by hearing her assign a new lesson than by hearing her teach the one already studied; by observing her pupils study, than by hearing them recite. Almost anyone can test the pupils' acquired knowledge, and put them through a course of thought questions; but the teacher's good judgment, tact, knowledge of the subject and of her class; her personality and leadership are nowhere more evident than in assignment."

Showing Pupils How To Prepare Their Lessons.

Relative to the pupil, the study of the lesson is most important. It is a generally admitted fact that the children do not know *how* to prepare their lessons; consequently, it devolves upon the teacher to train them in the right habits of study. The methods of the ordinary school room have made for rote learning and verbatimizing. Time has not been taken, in many cases, to point out to the children the dangers of a lack of concentration. Bad habits, which bar the road to intellectual pursuits, have necessarily resulted. We should not be satisfied, however, with pointing out the dangers of listless work, but should give definite help in the method of attack. The average pupil lacks the ability to select from a given lesson the few important topics. The result is that he often wastes both time and energy in a vain effort to memorize a great number of unrelated details. Thus we see the necessity of bringing into prominence the essential items in the lesson that is being assigned; and still more important to cultivate in the pupil the habit and ability of finding these essential items. It is needless to say that these vital points in the subject are to be so thoroughly mastered that the pupil will never forget them.

If there is method in assigning, and if the pupils are required to use a special arrangement in their papers, order and neatness can be taught in an effective way. An evil often confronting the teacher is the pupil's bringing in work not his own. Dishonest work is usually found in studies which require reasoning; as, arithmetic and grammar. A wide-awake teacher can easily counteract this tendency by calling on pupils to explain the work either at the board, or from their papers. With older students the value of individual effort and the utter uselessness of presenting work not their own could easily be brought home. Very often the parents help to make difficult the breaking up of this habit; there are many who insist not only in helping with the home-work, but also in doing the entire task for the much loved child. The only feasible way of correcting the abuse is to meet the parent and explain the evil resulting from the unnecessary help. Parents should encourage their children, take an interest in their work; if possible, provide them with books of reference, and, in fact, do everything which will help them to help themselves. The children of such parents usually take delight in their school work because they are constantly encouraged along lines of study. The attitude of the father and mother toward home study is reflected in the work of their children. If the modern parent makes fewer demands upon the child in the matter of chores and household duties, he allows social activities and even dissipation to take their place. Parents and teachers should take the trouble to understand one another, should meet frequently and have some mutual agreement as to how much of the boy's time shall go to home-work, how much to the picture show, and how much to football. As it is, the parents resent the time that must be given to study out of school hours, and the teacher resents the time given to the picture show and to foot-

ball instead of to the home lesson. The parent ought to know just how much recreation and how much study should go into the child's day, and the teacher ought to recognize the parents' claim to some of the child's time and energy. If they worked together, there would be time for most of the wholesome pursuits that either of them desires.

The Reasonable View.

The abuses in home-work are many, but they can be coped with; and the value of home-work properly done makes it worth while to correct them. It is the teacher's business to arouse to activity the dormant faculties in each child's soul; her ability to do this marks her value as an educator, and distinguishes her from the more instructor and assigner of lessons. We teach more by what we are than by what we say. If the teacher has the spirit of work, her classroom will be redolent with it and the children will breathe it in; yet, while knowing how to urge on the sluggish, she should also know how to repress the nervous, anxious child. Surely, we religious teachers understand the sacredness of our work and the dire results which issue from an ignorant goading on of the child.

"The teacher's influence is great; but perhaps the greatest work a good teacher does is to rouse and encourage, and one of the chief ends of education is learning how to study." With this art acquired, "school houses and teachers could be dispensed with and yet the education would go on as did Lincoln's. It is within the teacher's power to lead her pupils into correct habits of study and to teach them methods that will factor in their lives long after they will have laid aside their textbooks forever."

CATHOLIC TEACHERS' COLLEGE

(Continued from page 384)

Barre, Pa.; 1 Ursuline nun, Cleveland, O.; 4 Sisters of St. Mary, Laport, N. Y.; 2 Sisters of St. Francis, Niagara, N. Y.; 2 Sisters of Charity, B. V. M., Dubuque, Ia.; 2 Sisters St. Benedict, Brookland, D. C., and 4 Gray Nuns, Ottawa, Canada.

Preparations are now being made for the Summer School, which has been so successful since its first opening. Last year Sisters came from 31 states and 60 different dioceses; and in fact from the ends of the earth to attend the summer session.

Last September a chapel and hall for lectures were built. The regular college courses are given to these Sisters by fifteen professors from the Catholic University.

Our Holy Father warmly commends the members of the religious orders for establishing their houses of study at the University; the Sisters' College has his blessing and approval and is an institution the Pope is deeply interested in.

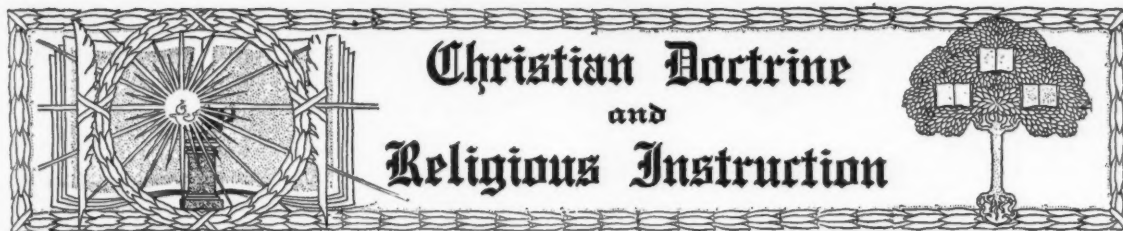
WHY DOES THE PRIEST KISS THE ALTAR?

The kiss is a sign of affection among men. It is the expression of love and reverence. In the olden times and in some countries today it is the common form of salutation. Hence the more perfidious was Judas because he made the highest expression of friendship the sign of betrayal of the Son of God. Hence the Lord upbraided Simon because he did not meet Him with the kiss of peace.

The priest kisses the altar first out of respect and reverence for the relics of the martyrs, which are usually in the altar stone. The people in the early church used to kiss not only the dead bodies, the wounds and the clothes of the brave ones who gave up all and died for Christ, but they even kissed the door posts of their homes, in reverence, awe and admiration.

Another reason for kissing the altar is our love for Christ, the God-made-man for us. The altar represents Christ, on whom and by whom all adoration is paid to God. "No one comes to the Father except by Me." No worship is acceptable to the God except through Christ. Christ is our altar, our host and high priest. He is the "corner stone."—Matt. xxi:42. "The rock was Christ," says St. Paul, I. Cor. x:4. The priest kisses the altar therefore to signify love for Christ, whom the altar represents.

A third reason why the priest kisses the altar is very touching. He kisses it to draw out of it as the symbol of Christ, the king of peace, and from who all blessings flow, peace and benediction for the people, and so after kissing the altar he turns around to the congregation and says, "The Lord be with you." This occurs several times, or gives the blessing.



SCHOOL CALENDAR, MARCH, 1913.

- 1 S Albinus. Swidbert, B. Anthonina.
9. Sunday, 4. Sunday in Lent.

G. The Multiplication of Loaves, John 6.

- 2 S Simplicius. Jovinus, M. Absalon.
3 M Cunegundes. Marinus. Aster. Titian.
4 T Casimir. Nestor. Arcadius. Cajus.
5 W Fred. John Jos. Kiernan. Roger.
6 T Perpetua. Felic. Fridolin. Coletta.
7 F Most Prec. Blood. Thomas A.
8 S John of God. Beata. Philemon.

10. Sunday, Passion Sunday.

G. The Testimony of Christ, John 8.

- 9 S Frances of Rome. Catherine Bolog.
10 M 40 Mart. of Seb. Victor. Macarius.
11 T Constantine. Sophronius. Firmus.
12 W Gregory the Great. Maximilian.
13 T Roderick. Euphrasia. Gerald. Niceph.
14 F Seven Dolors B. V. M. Matilda, Q.
15 S Longinus. Clement M. Hofbauer.

11. Sunday, Palm Sunday.

G. Triumphant Entry into Jerusalem, Matth. 21.

- 16 S Heribert. Abraham. Finian. Melissa.
17 M Patrick Ap. of Ireland. Gertrude.
18 T Gabriel, Arch. Alexander. Narcissus.
19 W St. Joseph, Sp. B. V. M. Amant.
20 T Good Friday. Benedict, Abbot.
21 F Holy Thursday. Cyril of Jerusalem.
22 S H. Saturday. Cath. of Sweden.

12. Sunday, Easter.

G. Resurrection of Christ, Mark 16.

- 23 S. Easter Sunday. Victorian. Edelwald.
24 M Easter Monday. Child Simeon. Latin.
25 T Annunciation B. V. M. Desiderius.
26 W Ludger. Emman. Braulio. Quadratus.
27 T John Damascene, D. Rupert. Lydia.
28 F John C. Dorothe. Speus. Gontram.
29 S Berthold Pastor. Eustasius. Cyril.

13. Sunday, 1. Sunday after Easter.

G. Jesus Appears to His Apostles, John 20.

- 30 S John Climacus. Quirinus. Zosimus.
31 M Balbina. Benjamin. Amos. Cornelia.

THE SAYING OF PRAYERS.

By Sister M. V., (Washington, D. C.)

Non-Catholics, as a rule, put us to the blush in the matter of reverence at prayer. We say our prayers with our lips and read a letter, book, or any other thing available with our minds at the same time, an unpardonable breach of etiquette, to say nothing else. With this lip service every other thing seems compatible. Women arrange their hair, adjust their belongings, bow to their neighbors, make mental notes of what each is wearing, gather up a list of absentees, and still continue to pray. And men do much the same. "Verily, these people honor me with their lips, but their heart is far from me."

But even this lip service is not perfect. If we talked to each other in the jargon that children, and sometimes older people too, use, in speaking to Almighty God in the saying of prayers, we would, without doubt, get snubbed for our pains. Where the miserable habit of half saying the words, omitting the beginning and swallowing the ending, leaving out words and throwing them together, frequently miscalling and mispronouncing till the result would be ludicrous if it were not a question of God, was contracted, it is hard to say, but the deplorable fact remains that the manner of saying the prayers is disgraceful.

Nearly every one has heard of the little miss who confessed to "blessed Michael the dark angel" and all one has to do is to listen to the prayer of almost any child to hear crudities that should startle the lover of good English into a revolt in favor of better teaching of prayers to small children in the hope that when they grow older "it will not depart from them."

Surely not much devotion could be attached to a sign of the cross indifferently made and accompanied with "name of Father, Son and Holy Ghost," leaving out all the little words. Neither does one gather much hope of reformation from the promise "I firmly solve to confess my sins and mend my life," in the act of contrition. Nor does the dear Lord get much reverence from the assurance that He is "serving of all my love," in the act of love. The angel that brought the message of redemption cannot feel highly honored when that event is referred to, in reciting the prayers at the end of the Angelus, as the "mess of an angel." It is well, perhaps, even if it were possible, that the prayer of the girls of a certain academy, who used to say the grace before and after meals together, adding to the latter that little prayer "may the divine assistance remain always with us," which, before long was rendered "may the divine sisters always remain with us," was not answered.

Besides mistakes in pronunciation, the putting in of unnecessary words as "deliver us from all evil," the throwing of two or three words together, giving an objectional expression as "lead us not into temptation," and the stating of untheological facts as "she was conceived by the Holy Ghost"; there are numbers of other minor defects that need immediate attention.

To effect reform in this matter, as in many another, we must begin with the children if we are ever to have prayers said in, at least, as good English as is used in conversation, and to educators in elementary schools this matter should be a subject of great concern, for upon them mainly rests the praise or blame. As a rule, if a child knows any prayers when he starts into school he knows them well, for his knowledge generally comes from a reliable source—an educated parent, though it sometimes happens that a child learns his prayers at home from a person who says them badly, but in the main, the prayers are taught at school and the bad habit is contracted there.

The chief trouble of saying them incorrectly comes from the fact of the little ones saying the prayers in concert. This is probably the best way to teach a large class, in a Sunday school, for instance, but it is open to the objection that the children hear the words said imperfectly by each other and then repeat what they sounded like to them. If one's neighbor says the wrong thing, and the hearer knows no better, he is apt to say it too, and to keep on saying it till some one, knowing better, detects the error and this kind of a chicken is a long time "coming home to roost" and there is a "tug of war," too, in the correcting. Every teacher knows how very difficult it is to teach correctly what was once learned wrong.

The remedy for this evil would seem to lie in the teacher's going very slowly and taking great care to see that the child says every word correctly, and not only every word but every syllable of the word, in paying strict attention to the pauses, not the attention that forces them to come to a jerky halt when the pause occurs, but that which obliges them to stop naturally to take breath. Again, when there is a large class taught in concert, there should be an occasional reckoning with each child to see if he is saying the prayers properly. A few can be taken separately each time and an eye, perhaps an ear would be better, can be kept on those inclined to make mistakes. All this requires infinite patience, unceasing vigilance and

considerable tact but the end in view justifies such means, and any others that will successfully reach it. When children can write there is no better way of detecting errors than by having the prayers written regularly and mistakes pointed out, and correction insisted upon.

To say prayers well, it is not at all necessary for the children to enunciate like a school marm, but it is necessary as well as desirable that they bring into use at least as good English in speaking to Almighty God as they use in ordinary conversation.

WHAT IS THE BIBLE?

An Informational Lesson For Upper Grade and High School Pupils.

Catholics hold that Christ established a living church to teach His religion to all nations; that He directed everybody to hear it, saying that whoever heard it, heard Him; and that He promised to be with it Himself until the end of time.

We have already quoted the Bible in proof of these statements.

Protestants contend that instead of hearing the church established by Christ, as He said, we should hear the Bible—that it is the supreme teacher in religion and that it is the rule of faith.

Now, what is the Bible? The word Bible means book. There is nothing very sacred or divine about the word book by itself, although there is a halo about it—and properly so—when it is changed into the Greek form—Bible.

Now, what is this book? It is a collection of writings—45 in the Old Testament and 27 in the New Testament—by various authors. They are histories, prophecies, poems, and letters. They were written in Hebrew, Syro-Chaldaic, and Greek. The original are all lost. Not an original manuscript of even a Gospel is now in existence.

Existing Biblical Manuscripts.

We have manuscript copies and translations of the Bible in Hebrew, Syriac, Greek, Latin, in the dialects of the Copts, the Arabs, the Armenians, the Persians, the Ethiopians, the Slavs, and the Goths.

A priceless collection of Bible manuscripts is possessed by the Pope and is treasured in the Vatican Library. There is preserved probably the oldest copy of the Bible in Greek. It was made about the year 350. Another Greek manuscript, called the Codex Sinaiticus, is in the imperial library of St. Petersburg; and a third one, called the Codex Alexandrinus is in the British Museum.

Corpus Christi College at Cambridge has a Latin copy said to have been written by St. Augustine.

A collection of ancient manuscripts in Latin, of copies of the Old Testament and of the New, is in Rome, in the Vatican Library.

The original documents, as has been said, are not extant. We have only copies of copies, and translations of translations.

Difference Between Protestant and Catholic Bibles.

Of the 72 writings in the Bible accepted as canonical by the Catholic Church, Protestants, in the King James translation, throw out a number of whole books and some parts of others. So that they have not as much of the Bible as Catholics have.

But no one has all the scriptures that were written. For instance, St. Matthew's Gospel, chapter 2, verse 23, declares that it was predicted of our Lords by prophets: "He shall be called a Nazarite." Who were those prophets? Where are their prophecies? Again, St. Paul directed the Colossians to read in their church the epistle he had written to the Loadiceans. (Colossians, chapter 4, verse.) Where is that epistle of St. Paul to the Loadiceans? Similarly, St. Paul wrote to the Corinthians in the first letter of his to them now in the Bible (I Corinthians, chapter 5, verse 9), that he had already written to them an epistle. Where is that prior epistle to the Corinthians? If we must have the whole Bible, how will we get along without these scriptures?

Again, where is the Book of the Wars of the Lord mentioned in Numbers, chapter 21, verse 14? Where is the Book of the Just, mentioned in Josue, chapter 10, verse 13? Where is the Book of Nathan, the Prophet, mentioned in I Chronicles, chapter 29, verse 29? Where are the Book of Ahiah, the Silonite, the Book of Addo, the Seer, against Jeroboam, and the Book of Semeiah, the

Prophet, mentioned in 2 Chronicles, chapter 9, verse 29, and chapter 12, verse 15?

The Gospels.

Besides the books that we Catholics accept as canonical, there are the Gospel of Matthias, the Gospel of Peter the Apostle, the Gospel of James, the Gospel of Barnabas, the Gospel of St. Thomas, the Gospel of St. Bartholomew, and the Gospel of St. Andrew. There are also the Acts of Peter, of Andrew, of Thomas, of Philip, of Thecla, and of Paul the Apostle. There are also the Book of the Nativity of Our Lord, the Book of the Infancy of the Saviour, the Book of the Pastor (which Origen quotes), the Book of Cephas, the Revelations of St. Thomas the Apostle, the Canons of the Apostles, and many other scriptures. How can a Protestant tell whether or not they are inspired? How can he know, they not being in the Bible, that he has the whole of the sacred scriptures?

The Catholic Church having considered all these scriptures, decided, with the help of the Holy Ghost, what writings are inspired.

The books that the Catholic Church receives as canonical, we may take Christ's word for it, are held by Him as canonical.

What the Catholic Church Teaches of the Bible.

What does the Catholic Church, then, teach of the Bible?

It teaches that when you have a correct translation of the books that are canonical you have the inspired Word of God. He is the true author or writer of the Sacred Scriptures. For He moved the will of the human writers, and illumined their intellect, pointing out to them at the same time the subject-matter which they were to write down and preserving them from error in the completion of their task.

This inspiration extends to the truths and facts contained in the Bible, **absolutely**; to the words in which those truths and facts are expressed, only **relatively**.

So the Bible, when it contains all the books and a true translation of them, is entitled to great reverence.

The Councils of Florence and Trent expressly state that "the Sacred Scriptures, having been written under the inspiration of the Holy Ghost, have God for their author."

The Vatican Council teaches that "the Church regards these books (enumerated in the Canon of the Council of Trent) as sacred and canonical, not because, having been composed through the care and industry of men, they were afterwards approved by the authority of the Church, nor simply because they contain revealed truth without error, but because they were written under the inspiration of the Holy Ghost in such a way as to have God for their author."

The Catholic Church treasures the Bible. It preserved the Bible from Apostolic times down to the present days. Before printing was invented many of its monks spent their lives in making manuscript copies of the Bible. After printing was invented by Catholics—for Gutenberg and Faust were Catholics—the Church multiplied editions of the Bible, of which there were a fairly large number in existence before Luther was born. And today the Catholic Church is the chief defender of the Bible from the attacks of "higher criticism" and of "modernism." The present Pope has appointed a Biblical Commission, at the head of which is Father Aidan Gasquet, to revise the Vulgate and to perfect the accepted text by comparison with all extant Biblical manuscripts recognized as authentic. So that the best friend that the Bible has is the Catholic Church.—(Catholic Columbian.)

The Greatest Book.—From time to time we feel the need of reading to our pupils from some great book. Very well. Then why not read from the greatest book of all, the Holy Bible? Especially during Lent, there is always a sense of fitness in reading aloud, with feeling and unction and technical skill, a chapter or two from the New Testament showing Our Blessed Savior as He walked among men. And what child will ever tire of the story of the Passion, when that wonderful drama is revealed to him through the medium of a sympathetic voice? Such reading is at once the most powerful moral lesson and the nearest approach to the appreciation of great art that we are able to imagine.

March Memory Verses

I AM THE MARCH WIND

I am the March wind,
I'm a noisy fellow.
That my play is rough, alas, 'tis true,
You know that I blow to banish snow
And wake the birds and flowers, heigho!
I love to blow the boys' caps off,
And whirl them down the street,
And turn umbrellas wrong side out,
And raise a sandy sleet.
I blind the eyes of little girls,
And hide their red cheeks with dancing curls.

—Selected.

WAITING TO GROW

Little white snow-drops, just waking up,
Violet, daisy and sweet buttercup;
Think of the flowers that are under the snow,
Waiting to grow!

And think of what hosts of queer little seeds
Of flowers and mosses, of ferns and of weeds,
Are under the leaves and under the snow,
Waiting to grow!

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about
Under the ice and the leaves and the snow,
Waiting to grow!

Only a month or a few weeks more,
Will they have to wait behind that door,
Listen and watch and wait below,
Waiting to grow!

Nothing so small and hidden so well,
That God will not find it, and presently tell
His sun where to shine, and His rain where to go,
Helping them grow!

—Selected.

THE PUSSY WILLOW

Perhaps you may think, because I am buttoned
And folded and wrapped in my little cloak so,
That I always dress this way in all sorts of weather
With never a frill or a ruffle to show.

But it's only because I have come out so early,
That only Jack Frost and the winds are astir,
They're hard on the dresses, but under my wrappings
Is my pretty new party dress hidden with fur.

You'll see if you come to Miss April's spring party
It's airy and dainty, a beautiful dress!
Jack Frost's not invited—he's jolly good playmate
But he's rather too rough for a party, I guess.

—Selected.

DON'T KILL THE BIRDS

Don't kill the birds, the pretty birds,
That sing about your door,
Soon as the joyous spring has come,
And chilling storms are o'er,
The little birds, how sweet they sing!
Oh, let them joyous live;
And never seek to take the life
That you cannot give.

Don't kill the birds, the pretty birds,
That play among the trees;

'Twould make the earth a cheerless place,
Should we dispense with these,
The little birds, how fond they play!
Do not disturb their sport;
But let them warble forth their songs,
Till winter cuts them short.

—Colesworthy.

MARCH

The stormy March has come at last,
With wind, and cloud, and changing skies;
I hear the rushing of the blast,
That thru the snowy valley flies.

Ah, passing few are they who speak,
Wild stormy month! in praise of thee;
Yet tho thy winds are loud and bleak,
Thou art a welcome month to me.

For thou, to northern lands again,
The glad and glorious sun dost bring,
And thou hast joined the gentle train
And wear'st the gentle name of Spring.

And, in thy reign of blast and storm,
Smiles many a long, bright, sunny day,
When the changed winds are soft and warm,
And heaven puts on the blue of May.

—William Cullen Bryant.

ONE BY ONE

One by one the sands are flowing,
One by one the moments fall;
Some are coming, some are going;
Do not strive to grasp them all.

One by one thy duties wait thee,
Let thy whole strength go to each;
Let no further dreams elate thee,
Learn thou first what these can teach.

—Adelaide Proctor.

THE EASTER LILIES

Behold the lilies, pure and white,
The heralds of the spring;
May they to many lonely hearts
Some joy and gladness bring
This day when Christians all rejoice
And little children sing,—
Upon this Resurrection morn
Of Christ, our blessed King.
Then hail the gladsome Easter time!
And hail the lilies fair!
There's gladness in the balmy breeze,
There's gladness everywhere,—
Then let us join in happy song
And make the welkin ring
In honor of the Eastertide,
In honor of our King.

BOATS SAIL ON THE RIVERS

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven
And overtops the trees
And builds a road from earth to sky,
Is prettier far than these.

—Christina Rossetti.

March Drawing and Handicraft

Grace M. Poorbaugh, Goshen, Ind.

The material for drawing and handwork with which March supplies us is excellent.

This is the time of the year when the children are watching for signs of life in the willow branches, for they love these first downy buds.

Branches of willow may be put into jars of water, so that the buds will come early and the children may have an opportunity for studying their growth.

These "pussies," so dear to the heart of a child, afford material for a number of interesting lessons.

In the lower grades, black crayograph, or charcoal and white chalk are good mediums for this kind of work.

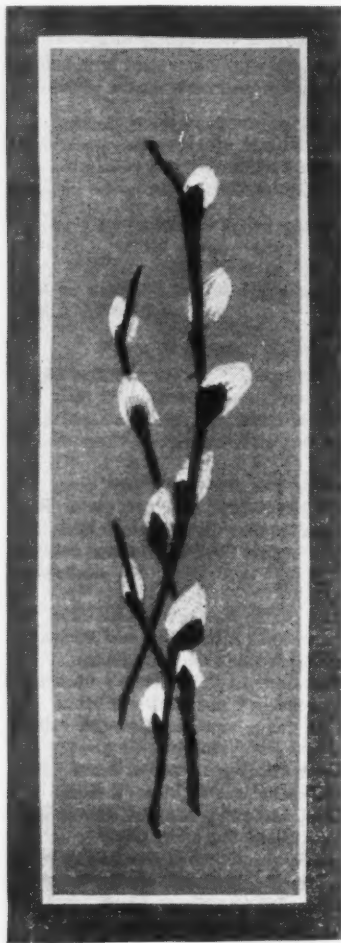


Figure 1

Figure 1 shows a sketch of this kind. The "pussies" should be drawn first, then the stem and dark scales added. The light gray tinted paper which is used for the sketch is mounted on a dark gray. Narrow panels should always be used for sketches of this kind.

Cuttings of "pussies" are also very effective. Use white drawing paper and black coated paper for these, and mount on a dark gray. This furnishes an excellent medium between the white and black.

The children will be delighted to make real "bunnies" and "pussies" out of the willow buds. Use a piece of drawing paper 4 x 6 inches. On this draw a fence. Paint the sky light blue and the fence brown. On the fence paste pussy willow buds and make heads and tails



Figure 3

with the black crayograph. These words may be printed on the picture:

"O! who will sing a song of Spring?"

"Pussy
Will
O!"

The picture should be mounted before pasting on the buds. Another picture equally attractive is one in which

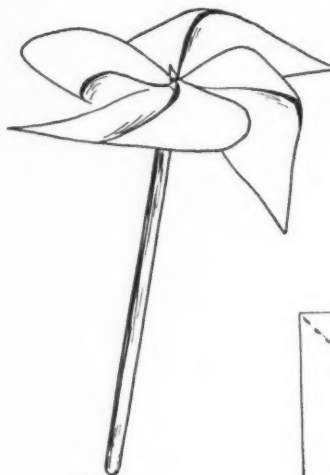


Fig 5

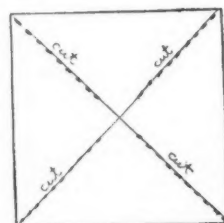


Fig 4

may be used in a number of ways. It may be used for sewing, a cardboard pattern for tracing, a shape for a spelling booklet, or merely an outline for "filling in" with color.

The sand table this month should represent Holland. Windmills may be made to use in the Dutch village. Figures a, b and c show how to make a windmill. Figure a is cut from a quarter of a circle having a radius of eight inches. This piece, folded and pasted, forms the lower part of the windmill. Windows and a door are drawn on with a pencil. Figure b, when folded and pasted, forms the upper part of the windmill. Two pieces, like Figure c, form the arms on the windmill.

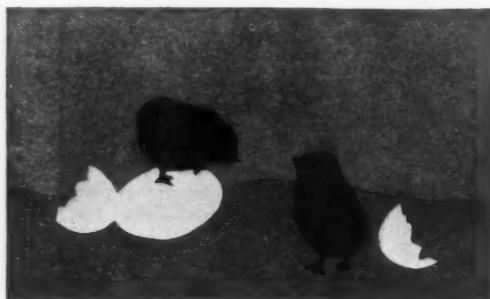


Fig. 8.

These are cut from pieces 1 x 5 inches. A circle three-quarters inch in diameter is pasted on where the two arms cross.

A variety of pretty Dutch scenes may be made. They may be either cut, painted or made with crayograph. Figure 7 shows a cut picture.

Of course several lessons are necessary for work of this kind.

Color Scheme

Windmill, bushes, Dutch girl, boat: Black coated paper.

Sail, apron, cap, kerchief: White drawing paper.
Sky and water: Light gray tinted paper.
Ground: Dark gray tinted paper.

Order of Mounting

Sky, ground, bushes, windmill, boat, Dutch girl.

To the ingenious teacher this will suggest many more Dutch scenes equally as good.

Older children will enjoy making booklets containing stories of Holland. These booklets should contain illustrations either drawn or cut.

Very simple cuttings may be made by first grade children, as Dutch windmills cut of blue and mounted on gray; sailboats cut of white and mounted on blue; weathervanes cut of black and mounted on gray; clothes hanging on a line, cut of white and mounted on gray.

On St. Patrick's day the shamrock—Ireland's emblem—will be an appropriate cutting or drawing lesson.

Life in a sugar camp offers many opportunities for illustration.

Delightful lessons are possible in connection with Easter. This is the teacher's opportunity to again teach the lesson of thoughtfulness for others in the making of gifts.

Easter cards, match-scratchers, book-marks, blotters, booklets—any of these are acceptable gifts. Figure 8 shows a cut picture appropriate for an Easter card.

Patterns should be given the children for this. Light and dark gray, white and black coated paper are used.

March Borders

Any number of things suggest themselves as units for March borders. A border in which a windmill is used as a unit is very effective. Borders in which Dutch children are used are also good. For Easter borders, chicks and rabbits please the children most. All of these can be the work of the children. Make suitable backgrounds with chalk and paste on the units. Borders may also be pasted by the children: This furnishes an opportunity for practice in spacing.

Studies of Noted Paintings

Elsie May Smith

OXEN PLOWING—ROSA BONHEUR

Few painters of animals have enjoyed greater popularity than Rosa Bonheur. The forceful vitality of her representations of animals, and the convincing naturalness of her delineations of their characteristics easily won for her a vast audience of appreciative spectators. Her pictures were in great demand, everyone who could, wanted to own one, and large sums were offered for their purchase.

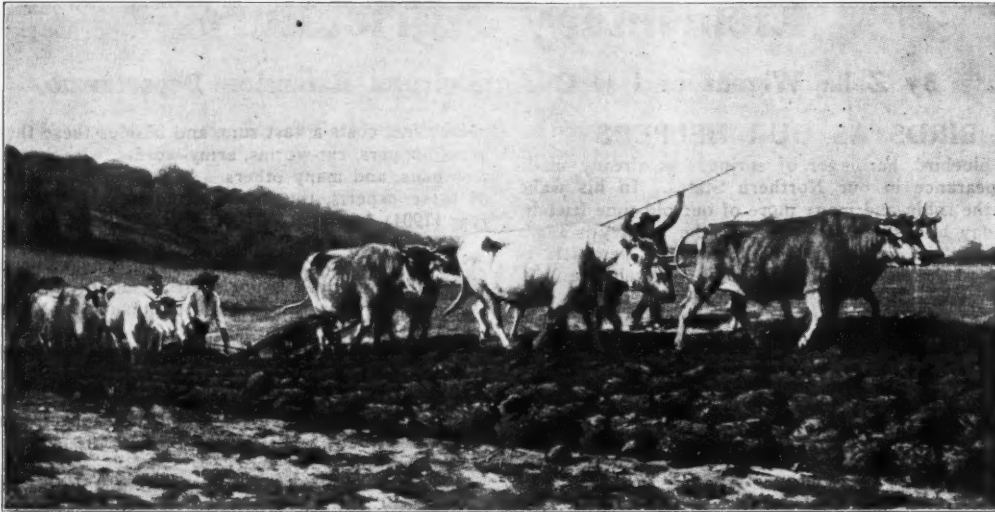
The picture called "Oxen Plowing" is a good example of her manner. The patient animals plowing their way across the long sweep of field, the furrows already made revealing the soft upturned earth, the rising hillside beyond with its covering of forest trees, all unite to make a natural and a pleasing picture. There is here a fascinating vista that tempts the eye and leads one to wish for a more extended view of this charming country, but at the same time, brings his attention back to the center of the picture,—the plowing oxen. How faithfully and sympathetically they are represented! No attempt is made to have them appear other than what they are, beasts of toil, and yet how easily our admiration for them is aroused as we look at their dreamy faces, their straining backs, their soft, silky coats, and bent attitudes. Their position and arrangement in the picture in two groups, one ahead of the other, is very pleasant as well as the play of lights and shadows upon them and also upon the ground.

Their drivers are natural-looking, industrious work-

men intent upon their labor, and harmonizing well with the rest of the scene. They do not protrude beyond their charges, as is quite right when they are not the chief center of interest, but have their place among the oxen which they are directing in their work.

Questions for Study

- What does this picture represent?
- What are these oxen doing?
- What do you think is the season of the year? Why?
- What is the time of day? Why?
- What kind of country are they plowing in?
- Do you think it is fertile country? What makes you think so?
- Are these natural-looking oxen? Are they interesting? Why?
- Describe their chief traits. Has the artist represented them in a pleasing manner? Do you like their arrangement in the picture? Why do you like it?
- Where do the lights and shadows fall? Do you like the play of light and shadow in the picture?
- Have the oxen already plowed much ground? Do you think it makes a pleasing appearance in the picture? Why do you like it?
- What do you see besides the oxen? Are their drivers interesting to you? Why?
- What do you see beyond the oxen? What is growing upon the hillside?
- Do you like the appearance of this country? Should



Ploughing—Rosa Bonheur.

you like to see more of it? What country is probably represented here? With what country was the artist most familiar?

Do you like this picture? Why is it attractive to you? If not, why not?

The Artist

Marie Rosa Bonheur, who was undoubtedly one of the most accomplished women painters who ever lived, was born at Bordeaux, France, in 1822. She belonged to a very artistic family. Her father, Raymond Bonheur, was a painter and instructor in art of his little daughter, her brothers and sisters were artists,—her brother Auguste ranking very high as an animal painter.

For some time the family lived in Paris, in the top story of a house whose roof they fitted up as a garden. In this garden a pet sheep was kept who served as a general model for this artistic family. They drew and modeled it, and the children often carried it upon their shoulders to a nearby field for exercise. Rosa began her artistic life by copying works of art in the Louvre, the famous art gallery of Paris. All her life she was passionately devoted to the study of nature which she loved with a deep affection as a great elevating and ennobling teacher. She roamed the country side at will, learning the ways of shepherd folk and watching the farmers at their plowing, harrowing, sowing and reaping, then returning to her studio with an ample store of sketches that she had taken from life itself. She was a keen observer and had a very retentive memory that held features and facts as she saw them for many months until she was ready to use them in her pictures.

Rosa made her debut at the Paris Salon when she was nineteen years old, with two small pictures called "Goats and Sheep" and "Two Rabbits." During the nine succeeding years she contributed to every Salon. Her first decided impression was made with the now famous "Horse Fair" which was exhibited at the Salon in 1853. A burst of genuine popular enthusiasm greeted the appearance of this picture. For eighteen months Mademoiselle Bonheur had made studies for it, going about in boy's clothing thru the fields and among the stables and horse fairs of Paris. This picture is fascinating in its spirited dash and action as the beautiful animals prance and leap across a wide open space and then narrow their ranks to pass thru a break in the trees that grow upon a rising knoll. It brought a price of fifty-two thousand dollars and is now in the Metropolitan Art Museum of New York, to which it was presented by Cornelius Vanderbilt.

At expositions in 1855 and 1867 this artist's pictures received universal admiration. Some of her principal

works are "Plowing in the Nivernais," "Sheep at Seashore," "Oxen and Cows," "Three Musketeers," "Stags Crossing an Open Space" and "Cows and Sheep in a Roadway Hollow." Her pictures are praised for their firmness of design and the grandeur of their landscapes. She had great anatomical knowledge of animals, dexterity in her technical treatment, and a fascinating style of coloring. Her drawing is beautiful. Her work shows the same vigor, the same deep sympathy with nature, and the same power of intense observation as that of Landseer, but she could represent cattle better than Landseer. Her place among the animal painters of France is an exalted one. Because of her great popularity she was so besieged by dealers and private patrons that she was often prevailed upon to turn out pictures unworthy of her talent in order to satisfy their insistent demands.

During a long and serious career she accomplished much, while her benevolence, her kindness of heart and upright life made her very popular and noted as a woman. Her great ability and power stamped her as one of the chief women of her own or any time. She was a pioneer in the movement for recognition for women's work, deserving affectionate remembrance for her interest in their education as well as her kindly sympathy with other artists. She founded, in 1849, a free school of design for young girls at Paris, and was its director for many years. Her generosity became the basis of many stories that exemplified her charity and goodness of heart. A great favorite in England, her pictures received enormous prices from the English people, some of them paying her so well that she must have received five hundred dollars for each day's labor put upon them.

She was always simple in her tastes and habits of life, fond of quiet seclusion, and an untiring worker. As a generous and pure woman as well as a great artist it would be difficult to admire her too much. Her talent was hardly more unusual than the absolute spotlessness of her character, altho she was an artistic woman whose very occupation and enforced manner of life made it impossible for her to avoid trying, unconventional and often difficult situations. During the siege of Paris in 1871, the Prince Royal of Prussia gave out the strictest orders that the house and studio of Rosa Bonheur should not be disturbed in any way. She received many medals for her work and was made a member of several orders and societies, as well as being the first woman to be decorated with the Legion of Honor, this being presented to her by the Empress Eugenie herself. The artist's death occurred at By, near Fontainebleau, in 1899.

The Catholic School Journal

Elementary Agriculture

By Zella Wigent of I H C Agricultural Extension Department

BIRDS AS OUR HELPERS

The bluebird, harbinger of spring, has already made his appearance in our Northern States. In his wake follow the robin and many more of our old time friends. Every day brings new arrivals, and the country is again filling with life, resounding with song. A new field is opening to the teachers and the pupils,—a welcome field for the study of birds is always interesting to boys and girls.

There are so many birds to study, and so many things to learn about each one that in a short article like this it is difficult to determine just what to emphasize.

We might study them from the standpoint of the scientist: classifying, studying structure, learning the history of different species, and finding how, thru the processes of evolution, each

has adapted itself to its environment. This is a large division of the subject, but one which to the average person or to the children is of least importance.

Again, we might view them from the aesthetic or artistic standpoint: drawing them, painting them, studying the harmony of their colors, and emphasizing the fact that it is these vivacious little songsters that add charm and life to the landscape. This phase of the subject is interesting and well worth our attention.

But there is another aspect from which we may study the birds and this appeals to the majority of people as the most important. We refer to the study of birds, as our helpers, the sharers of our toil, our friends and co-workers.



A bird box photographed in a school yard and put up by the boys of the school. This can be done at every school in the country.

There are three ways in which birds aid the farmer in his work:

- a) They destroy a large number of harmful insects.
- b) They consume immense quantities of noxious weed seeds.
- c) They destroy mice, rats, and injurious vermin.

Hordes of insects attack all kinds of plant life. Birds are the great natural check against these pests. To destroy the birds is to allow insects to increase. This means a decrease in our agricultural products and a consequent loss to farmers and consumers.

Government experts have made a careful study of bird destruction and have carefully tabulated the results. They tell us that one-tenth of the entire agricultural product of the eastern part of the United States is annually lost from the ravages of insects. Spraying operations for the codling moth and the curculio apple pests costs us about \$8,250,000 a year; shrinkage in the value of the apple crop costs \$12,000,000 a year. The boll weevil costs the cotton grower \$20,000,000 a year. The

chinch bug costs a vast sum, and besides these there are grass-hoppers, cut-worms, army-worms, wire-worms, potato bugs, and many others. According to the estimate of these experts, the total cost of insect pests for one year (1904) was \$420,100,000.

Yet every year men and boys are slaughtering millions of our birds for game or for food. The value of the birds thus destroyed is not one-thousandth part as great as would be their value to the nation if they were permitted to live.

The amount of weed seed consumed by the birds is almost inestimable. Many of the weeds are annuals; that is, they are killed each winter by the frost and depend upon their seed for a chance to appear again in the spring. Such seeds furnish the chief food of a large portion of our winter birds.

The mourning dove takes an active part in this warfare against weeds. In the crop of one killed in a rye field at Warner, Tenn., were found 7,500 seeds of wood sorrel; a writer in Shrewsbury, Mass., tells us that a snowbird, one morning in February, picked up for his breakfast a thousand weed seeds. Since numbers can represent only one meal for each bird examined, it is difficult to estimate the value of these birds to the farmer.

The quail proves one of the best destroyers of weed seeds. Studies made by Dr. Sylvester Dwight Judd of the Biological Survey, show that sixty-three per cent of the food of the quail is weed seed. He examined the crops of thirteen birds and altho their crops were not well filled, he found a total number of 5,582 weed seeds. One crop contained 400 pig-weed seeds, another 500 seeds of rag-weed, another 550 seeds of sheep sorrel, and still another 640 seeds of pigeon grass.

The quail is valuable not alone as a weed seed destroyer, he also lends a helping hand in destroying harmful insects. The same investigator estimates that fourteen per cent of the quail's food supply for the year consists of animal matter. The potato bug, cotton boll weevil, chinch bug, grasshopper, and other pests of agriculture constitute part of his food. In the height of the insect season he feeds almost entirely upon animal matter.

Our two cuckoos, the black-billed and the yellow-billed, are very valuable as insect destroyers. Their food consists largely of caterpillars, and, unlike most birds, they do not reject hairy ones. When tent caterpillars are plentiful they feed on little else. As high as seventy of these have been found in the stomach of a single bird.

Careful investigations show that many species of birds generally held in suspicion by farmers do more good than harm. Those which are harmful in some ways often make up for it by doing good in other ways, and we usually find that the good outweighs the bad. The kingbird was formerly destroyed because of its alleged habit of preying on the honey-bee. We now know that this habit is not so prevalent as has been supposed, and it is more than compensated by the fact that ninety per cent of the food of the bird consists of insects, mostly of injurious species.

Birds which do harm in one section of the country, moreover, often do good in other sections. The bobolink furnishes one of the best examples of this. The southern rice plantations lie in the path of his migration. He arrives at these plantations when the fields are newly sown, pulls up the young plants and feeds on the seeds; then he comes north and rears his family. While here he is one of the most valuable of birds, destroying many insects and weed seeds. He times his return to the south so that he arrives at the southern plantations just as the

rice is ripening. The annual loss to the rice growers on his account is estimated at \$2,000,000. In this case there seems some cause for complaint.

Often the birds of an entire class are misjudged because one or two families of a species are known to do harm. This is especially true of hawks and owls (the Raptores). Just because members of a certain family of hawks take a notion to steal an occasional chicken from the farmyard, the farmer regards the whole class as enemies. But large numbers of these feed upon insects, field mice, and vermin. Our government experts have made a careful study of this class of birds. If you want to find out how really valuable many of our hawks

building process, note the number of eggs, the time of incubating, and find out what share of the household burdens the father bird bears. Make a collection of the various sorts of food, both of that fed to the young and that which the parent birds eat. It will be interesting to compare the two collections and to estimate the relative proportion of animal and vegetable matter in each.



BABY KINGBIRDS

According to government reports nine-tenths of the food of kingbirds consists of insects, mostly injurious species.

Fruit and worms can be preserved in small glass bottles of alcohol, and the collections will make interesting additions to the schoolroom cabinet.

Encourage the boys and girls to attract birds to their homes by building bird-boxes, by planting shrubbery for nesting places and for food, by placing water in convenient places, and by protecting them from cats and other animals.

and owls are, write to the Biological Survey, Department of Agriculture, Washington, D. C., for a special bulletin on "The Hawks and Owls of the United States."

We could go on enumerating one after another and showing that in most cases birds are the farmers' best allies. But we are sure you will want to read for yourself what the bird experts of our country have worked out along this line. Write to the Secretary of Agriculture for Farmers Bulletin No. 54: "Some Common Birds and Their Relation to Agriculture." Also secure the pamphlet, "The Relation Between Birds and Insects." This is a reprint from the 1908 Year Book.

One of the best means of protecting birds is to teach people to know them in an intimate way. Have the children study the birds of your locality, learn their names, their habits of migrating, feeding, and nesting.

During March, April and May many transient birds are with us. Have the children keep a list telling when each bird is first seen, when next seen, when it becomes common and when it is last seen. Each child can make his own list, or the school as a whole may do this. Printed migration blanks for this purpose can be obtained from the Biological Survey.

It is not easy to identify birds in the field. A pocket bird guide with colored plates and brief practical descriptions of the birds is a great help. Reed's Bird Guide, "Land Birds East of the Rockies," is one of the best which can be obtained at a reasonable price.

A pair of field glasses is a great aid. Good glasses may be secured for twelve dollars and we have found that the five dollar glasses are very satisfactory. The school might go together to purchase one and its use for an hour or so each day be given as a reward for good work or especial interest in the subject of birds.

It is very helpful to make a special study of some one bird. Careful observation of one bird gives one a training which will aid him in finding out many things about other birds. A common bird should be chosen for this, so that it will be easy to make observations and thus get complete data. One of the best birds for special study is the robin, because of its friendliness and its habit of nesting close to dwellings. Watch the nest-

THE SIXTEENTH AMENDMENT TO THE CONSTITUTION OF UNITED STATES

After living under the constitution of the United States for forty-three years without making an amendment to it, the people of the United States have now a sixteenth amendment to this venerable document. This amendment reads as follows: "Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the states, and without regard to any census or enumeration."

The resolution for submitting this amendment to the state Legislatures for adoption was passed four years ago. It was submitted to the states, and one by one the Legislatures have ratified it until now more than the required three-fourths have given their sanction to it, thereby causing it to become a part of the constitution.

CAPT. SCOTT, ANTARTIC EXPLORER, LOST

On February 10 it was learned from the return of a searching party which went out to find Captain Robert F. Scott, that he with four companions had been found dead in their tent only eleven miles from relief. Captain Scott and his companions perished late last March after they had reached the South Pole and while on the backward track to their base of supplies at One Ton Camp. They were overtaken by a blizzard which overwhelmed them, and the party died of hunger and exposure. Captain Scott had kept his records with him under great difficulties, and these records tell that he reached the South Pole January 18, 1912, and there found the tent and records left by Captain Amundsen when he quit the Pole on December 17, 1911.

Captain Scott was the leader of a British Antarctic expedition which set out to the South Pole early in 1911.

A Topical Study in Industrial Geography

C. M. Sanford, State Normal School, Platteville, Wis.

IRON AND STEEL

So ancient is the use of iron that it is mentioned in the Book of Genesis, and is found amid the ruins of the pyramids of Egypt. Tho its use dates from the very remote past, the marvelous development of the iron and steel industry is so recent that its beginning is within the memory of those now living. (Carefully examine Figure 1. How far back does it take us? How does the amount of iron produced in the first decade compare with that produced in the last? During which decade was the growth of the industry most rapid?)

Iron is rightly called the metal of modern civilization, for its use has ever marked the progress of nations. So true is this, that if we know the amount of iron that a nation consumes, we can easily determine its position in the scale of civilization. Accordingly, Asia uses about five pounds of iron per capita yearly, South America fifteen pounds, while Europe and the United States used four hundred pounds each year for every man, woman and child.

All that goes to make up present day civilization is dependent upon the development of the iron industry. The modern steel rail has made possible the construction of locomotives of 125 tons, that draw loads of a

Growth of Iron Industry in U.S.
(In million tons)

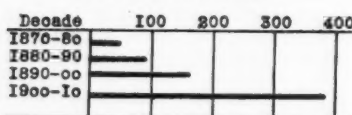


Fig. I.

half a million tons each. Cheap steel has fairly revolutionized ocean commerce as well. Modern commercial buildings, such as the recent Woolworth Building in New York City, which towers to a height of 750 feet and houses 10,000 people, would be impossible without modern steel as a framework. As only steel is hard enough to be used in making machines, modern machinery with its marvelous effectiveness is entirely an outgrowth of the development of the steel industry.

I.—Kinds of Iron Ore

Pure iron, which is silvery white, exists in but a very few places and in extremely small quantities. Our iron is derived from "ores," or compounds of iron and carbon, or iron and oxygen. Of these ores we have (1) **Hematite**, which is a compound of iron and oxygen and is hence spoken of as an oxide of iron. It is red or brown in color, and furnishes more than half of all the ore mined. **Magnetite** is another compound of iron and oxygen, but it contains more oxygen than hematite. It is nearly black, and is sometimes called "lode-stone," for it is naturally magnetic. (Increase the interest of the class by using a magnet to make plain what we mean by the term "magnetic.") A third kind of iron ore is called **iron carbonate**. This is a compound of iron and carbon dioxide. Usually it is grayish, varying to red, and is crystalline with crystals that resemble spears. It is mined most extensively in England.

II.—How Iron Is Mined

With the exception of the Mesabi Range in northern Minnesota, most of our iron is brought from hundreds of feet beneath the surface. In the Mesabi district the ore lies so near the surface that the entire cover, some forty feet of rock and earth, is removed. In this case all the mine we have is a large, open, quarry-like pit, into which whole trains of empty cars easily enter to be loaded. The ore of this region is a red hematite which

is so soft and brittle that it would remind you of badly decayed rock. Since the ore is soft it is easily blasted, and, when thus loosened, is quickly loaded onto cars with huge steam shovels, so large that each shovel at a single bite takes up about six tons. Some idea of the ease with which the ore can be thus mined is suggested by the fact that a single shovel has loaded 170,000 tons in twenty-six days, or at the rate of 6,500 tons a day, at a labor cost of four cents a ton. The fact that open pit mining is so very cheap has given the Mesabi Range a decided advantage; in fact, it has put many of the underground mines out of business, and in all likelihood they will have to remain closed until the Mesabi ore is exhausted. Does not Figure 2 verify the above?

Iron Ore Output for 1907
(In mill. tons)

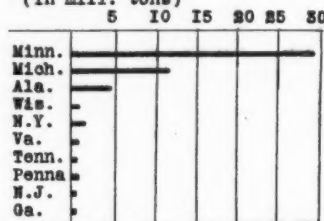


Fig. II.

III.—Transportation of Iron Ore

So perfect is the machinery for handling iron that in its entire passage from the mine to the blast furnace and steel mill, even until it becomes a finished product, it is not once lifted by human hands. Let us see how this is accomplished. We have already learned the way in which the huge steam shovels load the cars in the Mesabi Range. If we examine these cars we will observe that in the bottom of each car is a trap door that can be quickly opened to let out the ore. At Duluth these cars, after climbing a long incline, come to a standstill directly over a series of huge bins called pockets—bins so large that each holds thousands of tons of ore. When directly above these pockets the trap doors in the cars are opened, and in this way the cars are very easily unloaded.

Long chutes lead from the pockets to the boats. In order to fill a boat all that is necessary is to open the chutes. So rapidly does the ore pass from these chutes that a boat holding 10,000 tons is filled in three or four hours.

Should we accompany one of these boats it would likely take us to Conneaut, on the southern shore of Lake Erie. No sooner does the boat land at Conneaut than gigantic automatic unloaders scoop up ten tons in a single lift and succeed in unloading the entire boat in about six hours.

From Conneaut the ore is taken to Pittsburgh on a railroad especially constructed for hauling ore. The self-discharging cars on this road are exceptionally large, are made entirely of steel, and are hauled by the largest locomotives to be found anywhere. Tho Pittsburgh is more than 1,000 miles from the Mesabi district, ore is carried the entire distance at an average cost of fifty cents a ton, or one cent a ton for every twenty miles. The development of machinery for handling the ore is very largely responsible for such cheap transportation.

IV.—Smelting of Iron

After this journey of more than 1,000 miles, the ore at last reaches Pittsburgh, (Have the pupils trace on an outline map of the United States the route this iron has taken. Show the class samples of ore; for, with a piece

of red hematite before the pupils, they can better appreciate this important article of lake transportation, and the Mesabi district will not seem so far away.) What a strange country this Pittsburgh district is! It is not a single city as we had supposed, but on the contrary it includes, in addition to the city of Pittsburgh, some twenty-five neighboring towns that lie in the valleys of the two rivers that meet at Pittsburgh. (Require the pupils to make a rough sketch of the region. Have them examine their textbooks carefully to determine whether or not the Ohio River is navigable up as far as Pittsburgh.) A half of all the iron ore mined in the United States is smelted in this single district; so we may expect to find blast furnaces and steel mills everywhere, and such is the case.

Where Steel was Mfg'd in 1905,
(In millions of dollars)

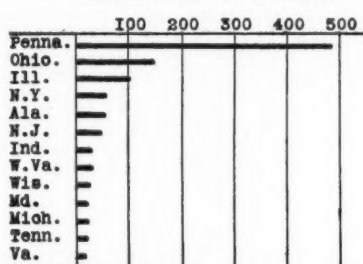


Fig. III.

From Figure 3, determine how many million dollars worth of steel are manufactured in Pennsylvania each year? Which state stands second in the production of steel? How does Ohio compare with Pennsylvania? Is your state included in Figure 1? If so, what is its rank? Turn to Ohio in your textbooks and see if you can discover the cities that are centers of the steel industry in that state. Do the same with the other states included in Figure 3. On an outline map of the United States shade in the states that manufacture steel. Show by shading the states that manufacture most. In each state indicate the cities that are important steel centers. Gary, in northwestern Indiana, on the shore of Lake Michigan, has very recently become an important center for the manufacture of steel. Include Gary, then, in your outline map.

Pittsburgh is the center of a coal field 1,000 square miles in extent, or greater than the total coal fields of Great Britain. Nowhere is coal more abundant or more easily mined than along the head waters of the Monongahela River and its tributaries. On either side of the Monongahela Valley may be seen mines that drift into the hillside. From these incline shafts the coal is loaded into barges that are cheaply floated down the river to the large steel mills that skirt its banks.

The simplest smelter, a bed of coals in which the ore is buried, was used by people in very early times. These smelters were usually located in openings between ledges of rocks, where there would be a strong air current to fan the fires.

Iron was first smelted in the United States in 1645 at Lynn, Mass.; and for a long time New England continued to be the center of iron manufacture. During this period charcoal was used exclusively and the furnaces were located near large forest areas. Even now Sweden and Russia, since they are rich in forests, use charcoal for smelting.

About 1840 the people first learned that hard, or anthracite, coal was much superior to charcoal for smelting purposes. This caused the center of steel manufacture to shift from New England to eastern Pennsylvania. Why? From 1840 to 1870 the iron industry was centered in the Schuylkill, Lehigh, and Susquehanna valleys, with the largest steel mills at Scranton, Pennsylvania. (Require the pupils to locate these valleys and

shade them on their outline maps of the United States.)

In 1870 it was discovered that coke was even better than hard coal, which meant another shift of the industry. (From your coal merchant secure samples of coke and soft coal. Call the attention of the class to the fact that the coke is porous, making it possible to force a strong current of air thru it.) Inasmuch as coke is made of soft coal, it was only natural that the center of steel manufacture should then shift to the great soft coal district of Pittsburgh.

Here we now find that the ore is smelted in blast furnaces that are nearly pear-shaped. (Draw a pear on the board to make the term "pear-shaped" more real to the class.) These furnaces, which are about ninety feet in height, are made of heavy boiler steel plates and lined with fire brick to a thickness of three feet. An incline track upon which self-discharging cars carry coke, iron, and lime, leads to the top of each furnace. First a layer of coke is dumped into the furnace, then a layer of ore, and finally one of limestone; this order being repeated until the furnace is filled. When filled, the "hot-blast" is turned on. By this we mean that the air, before being introduced into the furnace, is heated to a temperature of from 1,200 degrees Fahr., to 1,800 degrees. Beside each furnace is a large, upright cylindrical blast oven for heating the air used in the hot blast. From the oven the air is forced in at the bottom of the furnace. Powerful engines drive the air into the furnace with such force that it can be heard for a long distance. The hot blast thus driven thru fans the coke and causes it to burn with a fury that raises the temperature of the entire mass within the furnace to 2,000 degrees Fahr., reducing it to a liquid. When it is entirely melted, the lime, cinders, and other impurities unite to form the "slag," which, due to the fact that it is lighter than the metal, rises to the top and may be easily drawn off. The lime is used for the reason that it helps to form a liquid, hence easy-flowing slag. The carbonic acid from the limestone, uniting with the iron, forms "pig iron." Since this is heavier than the slag it is drawn off at the bottom. About 100 tons of "pig iron" are obtained at each drawing off, and as this occurs every four hours, a single blast furnace produces about 700 tons daily. Formerly it required six tons of coal to smelt one ton of iron; now less than one ton of coke is required. Why then take the iron to the coal regions for smelting, rather than take the coal to the iron districts? How then do you account for the fact that there are no large steel mills at Duluth? In taking the ore to Pittsburgh, is it brought nearer the larger markets for the finished product? Name some of these markets. The center of population is shifting westward until now it is in Indiana. Can you see any relation between this fact and the rapid growth of the steel industry at Gary? Explain. To smelt iron ore an abundant supply of soft coal and limestone is essential. Is it an advantage to have all three of the above in the same region? Birmingham, Alabama, is peculiarly fortunate in possessing large quantities of limestone, soft coal and iron, so close together that almost no hauling is necessary. The steel industry, tho comparatively young in both Birmingham and Gary, is growing much faster than in Pittsburgh. How do you account for it?

V.—How Iron Is Made Into Steel

The molten metal, without cooling, is carried in ladles from the blast furnace to the Bessemer converter. This converter is also pear-shaped, but it is much smaller than the blast furnace, for it is only about eight feet in diameter and fifteen feet high. It is so placed on pivots that it can be tipped to a horizontal position when emptied. About fifteen tons of molten metal can be poured into the converter at a time, and remain in the converter for from eight to twelve minutes. In the bottom of the converter there are holes thru which a blast of very hot air is driven with all the force that a four

or five thousand horse-power engine can produce. The oxygen in this hot air first burns the silicon out of the iron, after which it attacks the carbon. Strangely enough the carbon will not burn until all the silicon has been consumed. With both the silicon and carbon removed the iron in the converter is worthless; for to be of any worth the iron must possess carbon and manganese, **but in just the right proportions.** Since the quality of the steel depends upon its having just the right amount of carbon, the only way to get it in its right proportions, is first to burn out all the carbon, and then add just the desired amount. The advantage of the converter is that it is a cheap method of burning out all the carbon so that a definite amount can be added. If steel contains too much carbon, it is brittle; if too little, it is soft.

Before the invention of the Bessemer converter steel cost \$250 per ton. The fact that it was so expensive was not because there was a lack of iron to be made into steel, but because the process of making steel was, in itself, so expensive. The converter at once so cheapened this process that now steel can be manufactured for \$20 a ton. Just as the cotton gin revolutionized the cotton industry, so the Bessemer converter has revolutionized the steel industry.

VI.—Forms of Iron

Iron is used in three forms, namely, cast iron, wrought iron, and steel. Cast iron is made by pouring the molten metal from the blast furnace into properly shaped sand molds. Just before the liquid becomes solid it expands slightly, so that it fills every niche of the mold, perfectly reproducing the pattern. Cast iron contains about 5 per cent carbon, is brittle, and crystalline. Articles that do not require great strength, as for example stoves, are made of cast iron.

To form wrought iron, the molten metal from the blast furnace is stirred or "puddled," which process burns out the carbon. Wrought iron may be easily bent, drawn into wire, or beaten into sheets.

Steel is like wrought iron, save that "spiegeleisne," containing the proper amount of carbon and manganese, has been added to the liquid mass. Steel has the further difference that it can be "tempered." For example if we heat steel white hot and thrust it into ice water, it becomes as hard as it can be made. If cooled very slowly, it is as soft as it is possible to make it. Between these extremes all degrees of hardness may be obtained. The fact that it is possible to adjust the hardness of steel to any use to which we may desire to put it, causes it to be used more widely than any other metal.

Output of Iron Ore in 1907.
(In million tons)

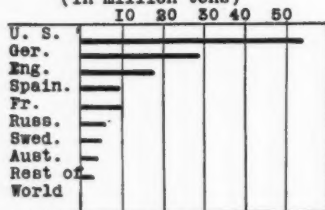


Fig. IV.

VII.—Exercise for Class Based on Figure IV.

(Place the figure on the board for the use of the entire class.)

1. Which nation leads in the production of iron ore? How many tons does the United States produce? Write this number.

2. Which nation ranks next to the United States? How much more does the United States produce than Germany? Does the United States produce as much as Germany and England combined? Leaving out Germany, is the output of the United States as great as the

combined output of the rest of the world? How many Russias would it take to produce as much as does the United States?

3. Turn to England in your textbooks. Read very carefully all that is given on the industries and commerce of England. Glean every statement regarding either iron or steel. In what parts of the British Isles are the large iron mines? From what countries does England import iron ore? Locate the cities that are prominent iron and steel centers. Write a paragraph on "Iron and Steel in England." On an outline map of the world indicate the position of the iron mines; of the cities that are the centers of the steel industry.

4. Follow the above plan for each of the countries included in Figure 4.

THE FERRY FOR SHADOWTOWN

[This will make a very pretty exercise if recited by a little girl sitting in a rocking chair and holding a large doll, and acting the part as she recites.]

Sway to and fro in the twilight gray;
This is the ferry for Shadowtown;
It always sails at the end of the day,
Just as the darkness closes down.

Rest, little head, on my shoulder so;
A sleepy kiss is the only fare;
Drifting away from the world we go,
Baby and I in the rocking chair.

See, where the fire logs glow and spark,
Glitter the lights of the shadowland;
The raining drops on the window—Hark!
Are ripples lapping upon its strand.

There, where the mirror is glancing dim,
A lake lies shimmering, cool and still;
Blossoms are waving above its brim,
Those over there on the window sill.

Rock slow, more slow, in the dusky light,
Silently lower the anchor down,
Dear little passenger, say "Good night!"
We've reached the harbor for Shadowtown!
—Golden Treasury Third Reader.

ASSUMING RESPONSIBILITY

It is a sad fact that, thru ignorance and carelessness of parents, children are permitted to go on month after month handicapped by such easily remediable conditions as defective teeth. Thruout the country, examinations in schools show that a very small percentage of parents make any effort to see that their children's teeth are properly cared for.

"What can I do about it?" many a teacher has asked. The answer now is found in many communities that are blessed with school inspection and dental clinics. While dentists deserve much credit in this work, the accomplishments of alert educators must not be overlooked.

The amazing efficiency shown by the Experimental Class of the Marion School in Cleveland should encourage every teacher to agitate the question of medical and dental inspections. School authorities and local societies of the dental and medical professions everywhere are awakening to the opportunity of bettering the nation's health.

This recent responsibility has been willingly assumed by teachers. Even the means are at hand to interest pupils in the sometimes uninteresting subject of mouth cleanliness, a teacher should not lose sight of the necessity for getting, as far as possible, the parents' co-operation in this important work of hygiene.

Language Stories for Reproduction

Effie L. Bean, Winona, Minn.

THE EASTER BASKETS

It was the day before Easter, and Grace and Ella were busy coloring eggs. Each one had a cute little round basket with a pretty handle. They had lined their baskets with green crepe paper. Grace had tied a red ribbon to the handle of her basket and Ella had tied hers with yellow.

When the girls had finished coloring their eggs they placed some of them in their baskets. Grace put a red, a blue and an orange egg in her basket and Ella put a green, a violet and a pink egg in hers. How pretty the little Easter baskets looked.

Then the little girls put on their coats and hats and started off with their baskets.

Where do you suppose they were going?

They went to the hospital and gave their baskets to two little sick girls. The girls were so glad to get them and thanked Grace and Ella for their kindness.

THE LITTLE STOREKEEPER

Donald's father had a grocery store and on Saturdays Donald liked to stay in the store and help his father.

One Saturday morning his father was called out of the store for an hour and he told Donald to be storekeeper while he was gone. How proud Donald felt.

A lady came in and bought a pound of tea. Donald measured it out and gave it to her. "Is that a pound?" she asked. "Yes, Mrs. Blank."

She took the tea and went home.

Then a little girl came and bought a pound of sugar and some starch.

When his father came back, Donald told him what he had sold.

"Why, Donald," said his father, "did you know how to weigh out a pound? You never did it before."

"But I've seen you do it lots of times," said Donald.

"Show me how you did it," said his father.

So Donald weighed out a pound of tea and showed it to his father.

"Why Donald, that is only half a pound. You only have the half-pound weight on."

"Oh, father, I never thought of that; and the lady and the girl paid me for a whole pound. What shall I do?"

"You must take them each another half pound."

So Donald did, but he felt very much ashamed at the mistake he had made, and after that he was always more careful.

A BRAVE BOY

"Let's slide down the banisters," said Joe.

"All right," said Jack.

And away they went, first Joe and then Jack.

They were so busy that they didn't notice little baby May toddling across the hall to the stairs, until all at once Joe shouted to Jack as he was half-way down the stairs, "Look out for Baby. She's at the foot of the banister."

Jack looked and saw her. He couldn't stop himself, but he must do something or Baby would be badly hurt.

Just as he had nearly reached the bottom he threw himself to one side and fell on the stairs and went bumpity, bump down the stairs.

His mother and grandmother came running when they heard the noise, and picked him up, but he was more scared than hurt.

"Well," he said, "I'm glad I didn't hurt little May."

"Grandma called him her brave boy and kissed him."

IRENE AND GRANDMA

One day as Irene was running home from school she caught her nice, new coat in the g. and tore off one of the pretty buttons.

She picked it up and looked at it, then she ran into the house.

"Oh, grandma," she said, "where are you? Will you please sew a button on my coat for me. I tore it off on the gate."

"Yes, dear," said grandma, "if you will bring me my work basket." So Irene brought the basket and helped grandma thread a needle, and in a few minutes the button was sewed on so nicely that you would never have known it had been torn off.

"Thank you, grandma," said Irene as she ran off to play.

PAUL'S BIRTHDAY PICNIC

It was Paul's birthday and he was going to have a picnic. Five little boys came to go to the picnic. His mamma and his Aunt Mary were going too.

Papa hitched the horse to the big wagon and they all climbed in and away they went, down the road and across the bridge. They soon reached the picnic place where there were three swings and three hammocks. What fun it was to swing until "the old cat died." Then they played ball, tag and pussy wants a corner.

When mamma called them to supper, they were hungry enough to eat all the good things set before them. There was Paul's birthday cake in the middle of the table. It had six candles on it, for Paul was six years old. And there were ice cream and lemonade, too.

When the boys went home they said, "We have had a fine time at your picnic, Paul," and Paul said, "So have I."

THE BUNNY STORY

A family of bunnies lived under a stump,

They were merry and frisky and playful and plump; All the evening they skipped by the light of the moon And begged Mrs. Bunny to get dinner soon.

Mrs. Bunny brought onions and peas in the shell— Where the tenderest radishes grew she knew well—

With a carrot or two on a cabbage leaf plate,

And the young Bunnies chatted, and, O, how they ate!

They had napkins of lettuce leaves tucked snugly in,

That covered them up from their toes to their chin;

They nibbled the good things, and wondrous to state!

They also devoured both their napkins and plate!

Said Mrs. Bunny, "Housekeeping, I find,

Is a thing I can truthfully say I don't mind,

For my work is so light and my duties so few,

With no napkins to wash and no dishes to do."

—Selected.

ELSIE'S TEA PARTY

Elsie was having a tea party. The table was set with Elsie's pretty blue and gold dishes that her Aunt Jane had given her on her birthday. Elsie sat at the head of the table with Grace and Evelyn, her two dolls, on either side of her. At the foot of the table was Fido, the dog.

Fido looked over the table and then barked.

"Well, Fido," said Elsie, "Are you hungry?"

"Bow-wow," said Fido. So Elsie gave him a cookie and poured out a cup of tea for him.

But Fido didn't want tea and he barked for another cookie.

"Now Fido," said Elsie, "you musn't tease. It isn't polite when you are at a party."

Just then mamma called Elsie to find her thimble for her. When she ran back, there was Fido, still sitting at the table, watching the plate of cookies.

"Bow-wow," he said. "I didn't take any."

"You are a good dog," said Elsie, "and you may have two cookies. Now I am going to take Evelyn and Grace for a walk in the yard and you may come with us."

"Bow-wow," said Fido, as he trotted along.

Lessons in Penmanship

George A. Race, Bay City, Mich.

A good position is nearly one-half in learning or teaching good writing. Are you careless about your position or the position of your class? Have you read what was said about a correct position in the September number? If not, "Do it now." It may bring to mind something that is standing in your way for better writing.

By position I do not mean simply how to sit, but the place and arrangement of the body, arms, hands, pen and paper.

Good position means not only good during the penmanship class, but in all work.

I would like to hear what results and progress has been made by those who have been following these lessons. It has not been my desire to fill so much space but to be of real benefit in the teaching of better writing in our schools for teachers and pupils.

Lessons for the month as follows:

Drill 149A.—This exercise is used as an aid in teaching the capitals P, R, S, G. L. Count six, four groups on a line.

Drill 149B.—This exercise is used in connection with the letters B, I, J, Q, X, Z. Count as for 149A.

Drill 149.—This drill starts with a right curve on or near the line, coming to a stop at the top. Reverse the movement and form the indirect oval, retracing four times, finish as for capital P. Count six.

Drill 150.—Capital P starts as in 149. Count 1-2-3, with 15 on a line. Rate of 50 per minute. If up-stroke of letter is straight, or an angle is formed at the base line, it is because the fingers are extended and contracted in making the letter. Keep letter quite wide.

Drill 151.—Word practice for capital P. Four on the line.

Drill 152.—The small h is made up of the l and last part of n. These letters should be practiced in groups as preliminary exercises. Second part of letter retraces down-stroke about two-thirds its length. The down-stroke is parallel to main down-stroke. Count 1-2-3.

Drill 153.—This drill is given to show the relation of the h and n and to give practice for the h. Count ten for each group, with four on a line.

Drill 154.—The h made in group. Count eight. Six on a line.

Drill 155.—Word practice for small h. Eight to the line.

Drill 156.—This drill is similar to Drill 149 in beginning and up to the point where the last stroke is looped

around the down-stroke. Finished as in capital K. Count six.

Drill 157.—Capital R practice. Keep letter narrow so as to be contained within the small oval. Last stroke as in K. Count 1-2-3-4, with 15 on a line. Rate of 45 per minute.

Drill 158.—Word practice for capital R. Seven on the line.

Drill 159.—The small k is made similar to the h, but swings back under, coming to a stop, and then to the line as in h. Count 1-2-3-4.

Drill 160.—This drill is given as both letters have a pause before making the down-stroke. Count ten for each group, with four on a line.

Drill 161.—The k practiced in groups. Count 1-2-3 for each letter, with five groups on a line.

Drill 162.—Word practice for small k. Six on the line.

Drill 163.—This drill is the push and pull exercise and indirect ovals retraced six times each. Keep drill slant of writing. Do not make ovals too round, and see that they overlap and form a loop. The second oval comes to a stop with a swing to the right.

Drill 164.—Make first part at count of 1-2-3, moving the arm out, the top of the exercise forming the last part of the capital B, at count of 4-5-6.

Drill 165.—The capital B is made with the pull and push movement, going from that to the indirect oval. Make ovals nearly the same size, with loop half height of letter. The swing to the right is for connecting small letters. Count 1-2-3-4. Rate of 45 per minute.

Drill 166.—Word practice for capital B. Six on the line.

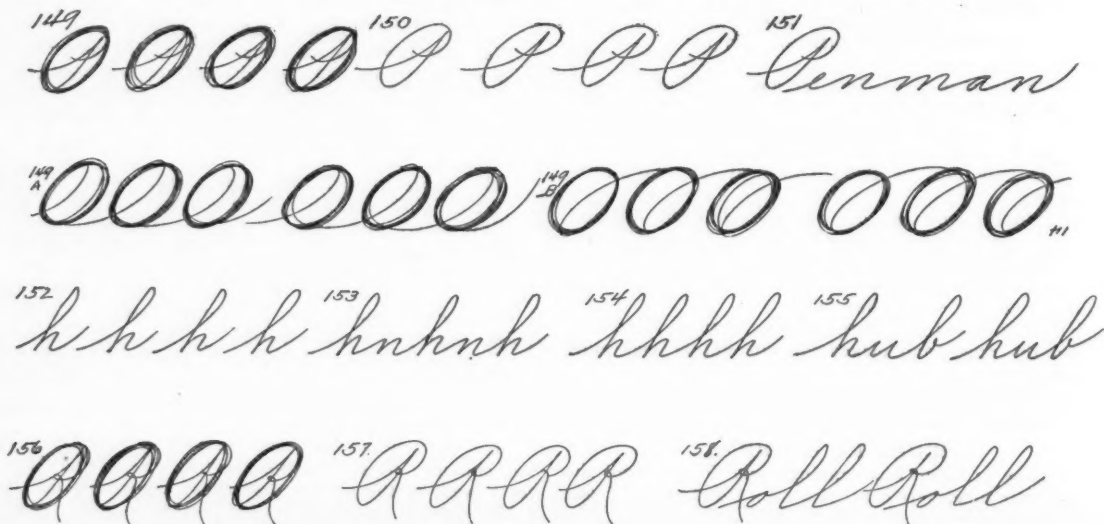
Drill 167.—The small j is composed of the small i and lower loop, which is the slanting straight line and left curve one-half space long, crossing on the line. Count 1-2-3. Use Drill 90 as a preliminary exercise for all lower loop letters.

Drill 168.—This drill gives practice in combining letter and shows the relation of i and j. Count ten for each group, with four groups on a line.

Drill 169.—Small j practiced in groups. Count of eight, with five groups on a line. Make up-stroke of loop cross on the line, and then make a right curve as in i. Be careful not to make this straight.

Drill 170.—Word practice for small j. Five on the line.

Drill 171.—This drill starts as for capital P, coming



¹⁵⁹ k k k k ¹⁶⁰ k r k r k ¹⁶¹ k k k k ¹⁶² k i n k k u c k

¹⁶³ B B B B ¹⁶⁴ B B B B ¹⁶⁵ B B B B ¹⁶⁶ B a n k B a n k

¹⁶⁷ j j j j ¹⁶⁸ j i j i j ¹⁶⁹ j j j j ¹⁷⁰ j e j u n e

¹⁷¹ O O O ¹⁷² S S S S ¹⁷³ S S S S ¹⁷⁴ S o S m i l e

¹⁷⁵ y y y y ¹⁷⁶ y n y n y ¹⁷⁷ y y y y ¹⁷⁸ y o u r s

to the line with a compound curve crossing about height of small letters. Retrace oval and finish as in capital B. Count six.

Drill 172.—This drill is the direct oval and capital S. Count six with eight on the line.

Drill 173.—The capital S starts on the line with the right curve. Down-stroke crosses first stroke height of small letter s. Finish as in capital B. Do not slant too much. Count 1-2-3. Rate of 50 per minute.

Drill 174.—Word practice for capital S. Six on a line.

Drill 175.—The small y is composed of the last part of the n and small j. Keep down-stroke of n part and second stroke same slant; not too wide, about like

small v. Count 1-2-3.

Drill 176.—Combination of n and y. Count ten for each group, with four on a line.

Drill 177.—The small y practiced in groups. Count eight, with five on a line.

Drill 178.—Word practice for small y. Six on the line. Sentence practice.—Write at the rate of 20 words per minute:

Head and hand must work together.

Kick the kinks out of your lines.

Quit your scribbling and learn to write.

X stands for an unknown quantity.

Zero is made round instead of an oval.

Head and hand must work together!

Kick the kinks out of your lines!

Quit scribbling and learn to write!

X stands for an unknown quantity.

Zero is made round instead of an oval.

The Catholic School Journal

Oral and Drill Work in the Upper Grade Arithmetic Classes

Superintendent Edgar S. Jones, Taylorville, Ill.

The aims of arithmetic in a general way may be stated in order of their importance as follows: First, to cause the child to become more familiar with the quantitative environment about him. Second, to discipline the mind in right thinking—to develop reasoning powers. Third, to cause the child to be as expert in computation as possible, so that when called on to do the work there is at least a certain degree of speed and accuracy. It is usually admitted that the mastery of the thought processes requires the greatest effort and that it must be followed by a certain amount of drill. It may be said here that a familiarity with the quantitative environment is brought about by the use of the local problem.

To bring about better results in the mastery of principles in the grammar grades, it is suggested that more time be spent in having the mode of solution given orally rather than having it written out in a long analysis form and to be given as a developing factor and not as a drill exercise.

In giving daily oral work the teacher may have the list of problems written on the blackboard so that they will not be seen by the pupils until the recitation period. If blackboard room does not permit, a list may be hektographed and the slips passed to each pupil. By this latter plan much time will be saved and much better results attained than if the problems were placed upon the blackboard. Another good plan is for the teacher to read the problem and then have the pupil state it and then follow with a clear, concise explanation. Many teachers have several lists printed and then pass them out to the pupils as needed. A better source of material still would be to place in the hands of the pupils one of the many booklets on oral arithmetic. The use of such an oral arithmetic will add much spirit to the class.

Suppose the subject of profit and loss is being developed. The following six problems show the nature of the problems that might be used:

1. Cloth bought at 50 cents and sold at 60 cents. Gain per cent?

2. Goods that costs \$24, sold at $12\frac{1}{2}$ per cent loss. Selling price?

3. Loss 5 per cent, loss in money \$26. Cost?

4. Selling price \$60; per cent of gain 15 per cent. Cost?

5. A sells a farm for \$15,000, at 25 per cent loss. Cost?

6. Loss \$5. Per cent loss, $87\frac{1}{2}$ per cent. Cost?

As the work progresses more difficult problems may be given. A very good plan is to have as many lists written, if oral arithmetics can not be provided, as there are pupils in the class. Each slip of paper is to contain a different set of problems. After the slips are passed the respective pupils may be called upon to read the problems and give the solutions. Special attention should be paid at all times in having the pupils give the best plan of solution. Encourage original statements at all times. After the simple problems in the oral work have been used, a certain number of those in the text or those used as supplementary problems should be stated orally and the explanation given without any attempt at making computations or giving the exact answer. Now and then it is advisable to have a pupil write the explanation on the blackboard as the plan of solution is given by the student.

Another feature of oral work that may be used to much advantage is the using of problems in which the numbers are omitted. This kind of problems has an intrinsic value in that the principle is entirely separate from the number idea. They are used in about the same

way as the ordinary oral problem. The problems below are such as suggested:

1. A painted five-inch cube is sawed into inch cubes. How many are painted only on one side? How many only on two sides?

2. If you know the area of a field and the width, how can you find the number of posts that it will take for one side?

3. If you know the width of a square lot, how will you find the number of square feet in a path around it?

4. A paid a certain price for a load of coal. What must be given for you to determine the cost per ton?

5. What must you know in order to compute how many bricks it will take per square foot for a certain wall?

6. If you knew the distance around an eight-inch circle how would the circumference of a four-inch circle be found?

7. How would you find the diameter of the largest wheel that could be gotten thru a given door?

8. The length and width of a room are given, how can you estimate the number of yards of carpet needed?

9. Given the length of a yard fence and the number of pickets, how do you find how far apart the pickets are?

10. A states his per cent gain and his selling price, how find the cost?

Probably the most effective plan in oral work is what is known as class discussion. After a definite assignment has been made and there has been a study period, the entire period should be spent in discussing two or three type problems. Much interest can be awakened if two leaders have been previously appointed to start the discussion in the presentation of the principle. In recitations of this kind no attention should be paid to the written statements or to the passing of the pupils to the board to place written solutions thereon. The opinion is held that much time can be saved if there is less miscellaneous blackboard or tablet solutions and more oral explanations and general class discussion of type problems.

After there has been a sufficient development of any topic or principle, or combinations of principles, the related drill should follow. (It is assumed that the child already has been fairly rapid and accurate in addition, subtraction, multiplication and division. If drills are needed on the fundamentals, special competitive exercises should be given until the pupil has at least a limited amount of speed and is fairly accurate. By a competitive exercise is meant the division of the class into two groups and then a score kept of the results as the pupils pass to the blackboard by twos. If the contest is carried on for two or three days at a time the value of the exercise is increased.) In a drill on the process or principle, the pupils may be passed to the board and work in a group after the mechanical phase is well understood. As an illustration some phase of mensuration will be used. Suppose the general subject of volume has been developed and the student is able to give orally or in a written form the solution. This should be followed by an indicated plan that will develop the reasoning powers as much, if not more than a formal written analysis. The following is a problem: How many gallons of water will a cylindrical vat hold that is 6 ft. in diameter and 8 ft deep? The indicated form of the problem is,

$$6 \times 6 \times 7854 \times 8 \times 1728$$

$$\frac{10000}{231}$$

—the number of gallons.

Such questions may be asked as, What is 6x6 times

7,854 divided by 10,000? What is 6x6 times 7,854 divided by 10,000 times 8? If the indicated result in the last question is multiplied by 1,728, what is produced? With sufficient drill the pupil will soon be able to state clearly every step in the indicated form aside from the fact that the computation is usually much shortened by the process of cancellation. The following type problem is another illustration of the plan of indicating: How many acres in a field that is 40 rods long and 320 feet wide?

$$80 \times 33 \times 320$$

—the number of acres.

$$2 \quad 43560$$

As there are $16\frac{1}{2}$ ft. in a rod, the length of the field would be found by multiplying 80 by $16\frac{1}{2}$ or $33\frac{1}{2}$. This multiplied by 320 indicates the number of square feet in the field. This product divided by 43,560, the number of square feet in one acre, produces the number of acres. In determining the answer cancellation should be employed. Just below is another problem: How many bushels of oats will a bin hold that is 24 ft. long, 6 ft wide and 5 ft. 10 in. high?

$$24 \times 6 \times 35 \times 4$$

—the number of bushels.

$$6 \quad 5$$

The product of $24 \times 6 \times 35$ divided by 6 is the number of cubic feet in the bin. As one bushel is equal to $1\frac{1}{4}$ cubic ft. the number of cubic feet times $\frac{4}{5}$ equals the number of bushels required. Suppose the problem is, Required the number of cords of wood in a pile that is 48 ft. by 6 ft. by 12 ft.

$$48 \times 6 \times 12$$

—the number of cords.

$$128$$

Lumber measure problems as well as many other kinds may also be indicated. Find the cost of 18 boards 16 ft. by 6 in. by 2 in. at \$28 per thousand feet.

$$18 \times 2 \times 6 \times 16 \times 28$$

—the cost in dollars.

$$12 \times 1000$$

The number of board feet in each board is expressed by $2 \times 6 \times 16$.

Why? Why multiply by 18? Why then

$$12$$

divide by 1,000? Why next multiply by 16 and finally by 28?

Of course it is not possible to wholly indicate all problems, but it is suggested that wherever an indication can be made that it be done so, either wholly or in part. There is not any pedagogical reason for the long drawn out multiplications and divisions that are employed in making the computations.

Another form of drill that may be employed to much advantage is the one of estimating the answers to the problems without doing any of the computation, except mentally and then not all of them. The plan suggested is to have the pupils of the class in their individual recitations to make a partial computation mentally so that they make a rough estimate as to the answer. The purpose of such an exercise is to teach the child to determine for himself as to an approximate answer. It is not uncommon for one pupil to give as a result, \$12.50, another \$125, and still another \$3.75. The problem may be, What is the cost of 2,860 pounds of coal at \$3.75 a ton? At a glance the pupil determines that there is about a ton and a half and that it sells approximately at \$4 per ton. The result would be less than \$6, as the estimate of the cost and amount was increased above the price stated. Plenty of drill of this kind and there will not be the tendency on the part of the pupil to give the varied answers. The problems assigned for approximate results may be taken from the regular text or a list of special ones may be provided. Problems in the applications of percentage or mensuration may be provided. Problems in the applications of percentage or mensuration may be employed with equal advantage. The two below will suffice as illustrations:

1. What is the interest on \$390 for 1 yr. 8 mo. at 6 per cent?

2. A buys land at \$215 per acre and sells it at \$225. What is the per cent gain?

In making an estimate on the first problem, the pupil might assume that the principal was \$400, and that the time was one year and six months. The interest then on \$400 for 1 yr. and 6 mo. at 6 per cent would be \$36, the estimated answer. After such a statement he or another individual might be called upon to compute the exact answer, thus verifying the estimate.

After the principles of mensuration have been carefully developed, drills should be given frequently by having the pupils write upon slips of paper the various formulas relating to surface or volume, as the teacher dictates the formula desired. Ten formulas may be written in five minutes or less. The papers should be collected and later on graded, being returned to the pupils. By consecutive drill work on the paper or on the blackboard the pupil will soon know definitely any formula desired.

OUR GOVERNMENT'S REPLY TO ENGLAND'S CANAL-TOLL PROTEST

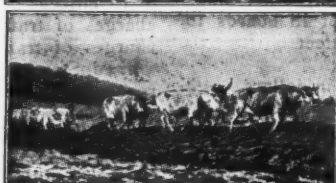
The Panama Canal is the property of the people of the United States. It has been constructed over exclusively American territory at an initial expense of about \$400,000,000 paid out of the Treasury of the United States. The treaty stipulation of 1901 relating to the canal says: "The canal shall be free and open to the vessels of commerce and of war of all nations observing these rules (rules for neutrality) on terms of entire equality, so that there shall be no discrimination against any such nation or its citizens or subjects, in respect to the conditions, or charges of traffic, and otherwise. Such conditions and charges of traffic shall be just and equitable." When United States Congress passed the canal bill last year requiring all vessels passing thru the canal to pay toll except American vessels engaged in coastwise trade, England protested that this would be a violation of the treaty.

It is maintained by a good many organs of public opinion that "all nations" in the treaty stipulation does not include the United States, and that if American coastwise commerce were exempt from canal tolls, the treaty would be observed, as none but American ships may engage in such traffic, and thus there would be no discrimination against foreign ships. President Taft argues that the British protest leads to the absurd conclusion that this government in constructing the canal, maintaining the canal, and defending the canal, finds itself shorn of its rights to deal with its own commerce in its own way, while all other nations using the canal in combination with American commerce enjoy that right and power unimpaired.

The reply of our Government thru Secretary of State Knox makes answer to the formal protest of England. The reply is considered a fine piece of diplomatic work. It states that England might have at least waited until the canal was opened and there had been actual discrimination against the British shipping, instead of anticipating trouble which will probably never occur. That country may have some just cause to complain, he adds, if it were true that foreign shipping was to be made to pay extra tolls in order to allow American shipping to use the canal free, but that is not the case. The tolls as announced, he explains, were based on expert calculations and were adjusted so that foreign ships would have to pay only their fair and honest share of the cost of the canal. The extension of the privilege of free use of the canal to American coastwise ships, he says, was never more nor less than a subsidy to these ships by our government to encourage our merchant marine. This is merely on a par with the subsidies as granted by all leading nations to their home shipping.

FOR THE PUPILS' NOTE BOOKS

These pictures of "Oxen Ploughing," are to be cut apart and one given to each pupil for pasting in his exercise or note book relating to the study of the subject.



The Literature Class

COMMENTARY ON THE MODERN DRAMA.

By Walter J. Desmond (Read Before the Newman Club, Los Angeles, Calif.)

As the minstrel plays upon the strings of his harp, so must the dramatist play upon the human emotions of joy, suspense and sorrow, and the skill with which he touches those chords of our nature mark the measure of his ability. The fact that the greatest mind in all the history of literature has disclosed itself and bequeathed its treasures to posterity almost solely through the medium of plays is a proof of the power of the drama. The drama has this power because of its human interest.

The characters in life and upon the stage are, or ought to be, interchangeable. As Shakespeare himself has said, "All the world's a stage, and all the men and women merely players." In so far as the characters and scenes of a play fall short of being the characters and the scenes of real life, just so far does the play fail to accomplish any lasting purpose. Drama is truth. The play which is not true is immorality.

Drama, since it is life, is as broad as life itself, and its most interesting aspect at all times has been its relation to human affairs. Certainly in the present day, the modern drama is a subject of absorbing interest. There is not a newspaper in the land that does not have in every issue some reference to the play, and every periodical save those of a technical kind contains its section devoted to the drama. It is not too much to say that outside the church, the school and the home there is no influence so strong in our modern life as the play. And it may be of the greatest possible use in supplementing all other active influences. Consider the man who has had but little schooling. In mature life he does not read; all the information, and we may say all the inspiration which he receives, is acquired by his association with others. Such a man, sitting in the quiet theatre, absorbing all that transpires upon the stage, is a subject upon whom the playwright may exert an influence which is nothing short of terrifying in its responsibility. Consider too the man who is never known to pass within the door of a church. Where will he open or surrender his mind to eternal impressions so completely as in the theatre? Can it be doubted that many of the ideals which among church goers are inspired by sermons, among non-attendants are imparted by means of scenes and dialogues upon the stage?

A Tremendous Power For Good or Evil.

And as there is in the play this tremendous power for good, there is even a greater power for evil. Scarcely anyone can be found who will argue seriously against the good, consequently goodness and morality, fitting properly as they do into the eternal scheme of things, often seem quite commonplace, in every-day life and upon the stage. But as a positive proof that the world is still good, no public speaker can propound to an audience, no author can advance to his readers a theory attacking any of the old standards of morality without raising a storm of protest and contradiction. But while the erroneous views of the public speaker may be attacked instantaneously by some one in his audience or may be met and overthrown by his opponent in joint debate; and while new theories advanced by the writers are certain to be criticized by others, the play which conveys a totally wrong idea of life and its concepts, and which even teaches immorality, may be produced and applauded, and even acclaimed as meritorious by the press. There was a time, when William Winter wrote, that dramatic critics were paid by their newspaper employers to criticize the play for the benefit of the public, and incidentally for the good of the world. But nowadays it would seem that the critic, so called, is paid by the theatrical producer not to criticize the production but to say anything about it which will produce the desired results at the box office. What a relief it would be if one could read the press notices of a new production with the feeling that an honest attempt was being made by a fairly intelligent person to state facts concerning it. It is in this failure on the part of newspaper critics generally to analyze the moral worth of a play that the great danger lies. To be sure, a false

philosophy, whether promulgated in a book or upon the stage, will sooner or later be exposed, but it is unfortunate that the exposure comes so tardily in the case of many dramatic productions. It is time that the American people took this matter in hand. It has been said that "the theatre is one of the expressions of civilization. The nations, in their diversity, find therein the mirror of their peculiar genius, their ideals, their temperament, their character, their qualities and lacks, their virtues and faults, their passions and aspirations."

Giving the people an insight into all these phases of human life, the theatre is essentially an instrument of education. In America the maintenance of the theatre means an annual expenditure exceeding one hundred million dollars. Surely so powerful and expensive an agent ought to be so managed as to produce the greatest good. During the past decade the theatrical business has been placed on a firmer business basis than ever before, and with this increased stability we may hope soon to see remarkable improvement in other directions. Already attempts are being made. The playwrights of today, even those of mediocre ability, realize their responsibility, and all our heroes and heroines now deliver themselves of carefully devised and painfully thought-out aphorisms. Some plays indeed take on the character of tiresome sermons, and many which have been produced in recent years deal largely with the brotherhood of man and kindred subjects. If the present trend continues it may be possible in a few years to readily believe what at times has seemed almost unbelievable, namely, that the drama first came into being under religious auspices. In this connection it may be interesting and possibly helpful to consider in the briefest possible way the development of dramatic literature as we know it.

The Development of Dramatic Literature.

It seems to be generally admitted that the modern drama is not an outgrowth of the early plays produced in Greece or Rome. The recent production of *Everyman* and other morality plays has given the people of this twentieth century an insight into the real source of modern drama—the Roman Catholic Church. As the drama of Shakespeare and Marlowe was preceded by the Morality Play, which was frankly fiction, so the latter was preceded by the Mystery Play, which was presentation of fact. Prior to the production of the Mystery, outside the walls of the church, certain dramatic incidents were introduced into the liturgical service of the church itself at Easter and at Christmas. At Easter of course the incidents related to that greatest mystery of the ages—the Resurrection; at Christmas to the beautiful story of our Lord's Incarnation. These first dramatic indications were the work of monks and are based upon what are known as tropes. As early as the tenth century we find the following in an English manuscript: "While the third lesson is being recited four brethren (of the monastery) shall costume themselves, and one of these who is to act a different part from the rest shall enter, clothed in a long white garment (alb) and going to a position at the side of the tomb (altar), shall sit there quietly, holding a palm branch in his hand. And when the third response has been completed the other three shall come up, dressed in long, flowing garments (copes), and bearing illuminated censers (thuribles) in their hands, and they shall go to the tomb slowly as if looking for something. And now, when he who is sitting at the tomb observes these approach, he shall begin by singing softly, 'Who seek ye?'"

Here, then, within the walls of the church we have the beginnings of our modern drama. Limited as were the actions and the dialogue, they constituted the germ of the play, for they were representations of scenes from real life.

Besides the Mystery and Morality Plays the people of the early days were also entertained and inspired by what is known as the Miracle Play. All these representations were essentially religious in their nature, as is usually indicated by their titles. Three Latin plays by Hilarius produced about 1125, "Daniel," "The Raising of Lazarus," and the "Miracles of St. Nicholas," will serve as an example. The people of that day were wont to celebrate their festivities by producing their Mysteries, so-called, as wondrous pageants, which were immensely popular. One produced in 1313 is known as "The Mute Play of the History of Jesus Christ from Nativity to Passion," and was performed at Paris before Edward II and his wife. Owing to the illiteracy of the people of these

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early days the direct appeal to the eye and to the ear by means of these plays and pageants was most valuable, and without doubt the Church recognized them as an agency in fostering religious fervor. The fact that the Church with all its power, has never forbidden her children to attend the play would seem to indicate that though there has been little even of the slightest religious nature in all the plays produced during many years, there is still recognized in the theatre a fruitful source of inspiration to a good life by the example of noble deeds and the inculcation of lofty sentiments. With this hope as a stimulating tonic we may undertake, not to examine, for we could not begin to do that in any limited time, but to survey in a very general way the work of the dramatists of today.

Story Play, Character Play and Play of Ideas.

Whereas in the early days only Tragedy and Comedy were known, today we are familiar with Tragedy, Comedy, Melodrama, and Farce. These classes may be divided into three groups. The Story Play, the Character Play and the Play of Ideas. Recent productions have been classified by one humorist as the business play, the political play, the sociological play, the historical play and the hysterical play. Many of these forms of the drama have little about them which can be called literature, and as only those which have literary merit will last, a consideration of the Modern Drama in that restricted sense will necessarily acquaint the student with the work of a comparative few. Classified by nationality the names which most readily come to mind are Maeterlinck, Rostrand and Hervieu of the French School; Tolstoi and Gorky of the Russian; Ibsen and Strindberg of the Scandinavian; Hauptmann and Sudermann of the German; Pinero, Jones, Galsworthy and Oscar Wilde of the English; Synge, Lady Gregory, Douglas Hyde and William Butler Yeats, and in a class by himself, George Bernard Shaw, of the Irish; Moody and Mackaye of the American School. In this array it seems unfortunate that so many pessimists appear. Even Lady Gregory's Seven Short Plays, presenting as they do, rare delineations of character, fail to introduce a single satisfactory type of that noble work of God, which I have reason to believe it still extant—a happy, genial Irishman on Irish soil. Many of the authors just mentioned are discussed illuminatingly in a book by James Gibbons Huneker called "Iconoclasts." Ibsen, Strindberg, Hauptmann, Hervieu, Studermann, D'Annunzio, Shaw and Maeterlinck, according to the treatise mentioned, have devoted all their energies to shattering the idols which society so long has worshipped. While it will be admitted that many things in the scheme of life need changing it seems impossible in many instances to understand how these iconoclasts can hope to accomplish any lasting good by the methods which they have adopted. This does not apply, by any means, to all the work of the dramatists mentioned. Such a play as "Candida" by Bernard Shaw surely must and does convey its lesson. That play, which had a very successful run, would indicate that the man is something of a genius. Who would have been rash enough to predict success for a piece staged in an ordinary sitting-room, with only five characters and those all in their every day clothes, and through the whole play not a single change of scenes or costume? Can we not fairly conclude that this drama found its sustaining element in its truth? Clayton Hamilton has put the question, "Does the author tell the truth specifically about the people in his story? Does he lead the audience to generalize falsely in regard to life at large from the specific circumstances of the play?" If the first, then the play is a success and moral. If the latter, admittedly it is immoral in the highest degree. What should tend more effectively to exert a demoralizing influence upon society than the promotion of a false idea of life? Fortunately the people in this country will not accept this cankered drama. Huneker says, "Americans go to the theatre to be amused and not to have their nerves assaulted. * * * In our own happy sun-smitten land, where poverty and vice abound not, if such a truth teller as Gorky arose, we should fall upon him, neck and crop, gag him and without bothering over the formality of a writ de lunatico inquirendo, clap the fellow behind the bars of a madhouse cell. It would serve him right. The ugly cancers of the social system should never be exposed, especially by a candid hand! In art to tell truths of this kind does not alone shame the devil but outrages the

(Continued on page 414)



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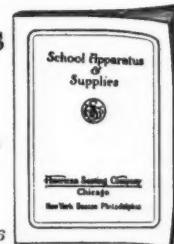
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THE NEW NATIONAL ADMINISTRATION.

The new national administration, headed by Woodrow Wilson, in assuming the affairs of government this month, faces problems so serious and so far-reaching and so weighty that it is a puzzle to many work-a-day men how any one would ever strive to assume them.

Some of these problems are those with which the public is familiar—they have been the theme of speech and lecture; of editorial and written message for years, especially so during the recent campaign. But there are others which have not been political issues, which are of vastly great-

er importance than those selected for office getting purposes or for public discussion.

Of first importance and great seri-



Pres. Wilson.



V.-Pres. Marshall.

ousness is the Mexican problem. That is enough for any ordinary man to assume—a problem involving lives of men, values in property and millions upon millions of dollars of public treasure. Close to that comes the general Central American situation, always a touchy subject but now acute, and there also are the diplomatic problems involved with the so-called "dollar diplomacy."

Nor are they all the foreign problems the new president will face. Panama calls for attention with an eye open to foreign entanglements, for two administrations with their congresses have tied that canal proposition to foreign countries, particularly to England and Colombia. Proud as Americans are of that big ditch there is plenty of room for foreign trouble there.

In domestic relations the tariff comes first, with the currency a close second. Federal taxation methods are wrapped up in those measures as well as domestic business. There are the problems of the trusts, especially the money trust; there is the cry of Alaska for a chance, and there is conservation. Is that great principle to be a policy of stagnation while Eastern capitalists continue to supply at exorbitant prices what those public lands could provide, or is there to be wise use of the natural resources including water powers? There is reason to believe that coal, lumber and other industrial interests would be very glad to see the nailed down policy continued.

These are just a few of the knotty problems which face Mr. Wilson, and some of them are charged to the muzzle with mischief. The new president certainly has a task before him.

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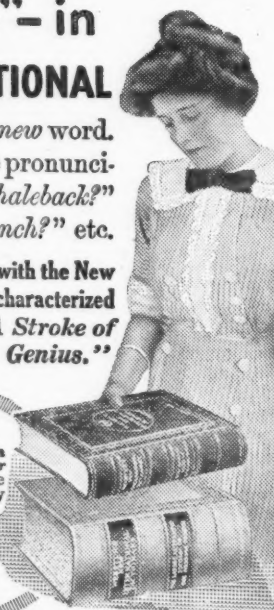
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Teachers of Mathematics, Attention.

The report of the National Committee of Fifteen on Geometry Syllabus, which has been under consideration for nearly three years, and which was revised and finally adopted at the N. E. A. meeting in July, 1912, has now been republished in a pamphlet of 80 pages and is ready for distribution to teachers of geometry, and all others interested. This report was prepared under the joint auspices of the American Federation of Teachers of the Mathematical and Natural Sciences and the National Education Association. It includes a historical introduction and sections on axioms and definitions, on exercises and problems, and the syllabus itself including both plane and solid geometry. It is hoped by the committee that this report may be of great service to all teachers of geometry, and to this end that it may have a wide distribution among all interested. Copies may be secured gratis upon application to the Commissioner of Education, Department of the Interior, Washington, D. C.

California College Jubilee.

Preparations are under way for the celebration of the golden jubilee of St. Mary's College, Oakland, California. Originally founded in San Francisco in 1863, St. Mary's was transferred across the bay twenty-five years later and is today recognized as one of the leading centers of higher education in the Golden State. The college has been in charge of the Brothers of the Christian Schools since 1868, when the late Brother Justin became president of the institution. The college includes schools of arts and letters, engineering, commerce and education, and has a high school department in Oakland and a preparatory department in Berkeley. Brother Fabrician, formerly president of St. John's College, Washington, D. C., is now president of St. Mary's College.

Fire Drill Averts Panic.

Nearly 1,000 children of the parochial school of St. Stanislaus' church, Baltimore, Md., marched quietly from their classrooms on the alarm of fire recently. The children, thinking they had received the signal for the fire drill, which they had often practiced, formed quickly and without excitement into line and, led by the Sisters, walked from the school.

Appendicitis Epidemic.

An outbreak of appendicitis has occurred at St. Francis' Industrial school at Eddington, Pa., and as a result twenty-five boys from that institution have been operated on within the last ten days at St. Mary's hospital. Four more are in the hospital awaiting an operation. The operations in every instance were successful.

Society Girl a Nun.

Miss Frances Potts of Washington, D. C., youngest daughter of Rear-Admiral Robert Potts, has followed the example of her two elder sisters, despite her father's pleading, and forsaken society for the quiet of the cloister. She has entered the Carmelite Order in Baltimore.

Sister of Pope Succumbs.

The Pope's sister, Rosa Sarto, died recently in Rome of paralysis. She had been ill for some days and the physicians in attendance had expected a fatal outcome. She was 77 years old.

Bishop Will Not Serve.

The name of the Bishop of Albany having been mentioned as a member of the Board of Regents, he has disposed of the rumor in the following positive terms: "I am not a candidate for the State Board of Regents in any sense, and, furthermore, I am not in favor of any bishop or priest of the Catholic Church occupying such a position. In fact, I would be opposed to any churchman serving on the regents. It should be kept a strictly secular board."

Brother Dutton Not Dead.

Brother Maurelian, of the Christian Brothers College, Memphis, has received a letter from Brother Joseph

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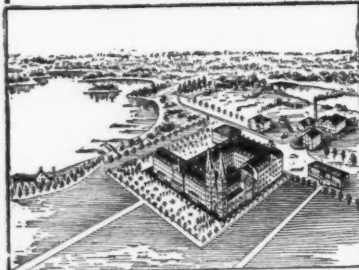
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CALENDAR: Winter Term opened December 10, 1912; Spring Term, March 4, 1913; Summer Term, May 27; Mid-Summer, June 24.

Dutton, dated Jan. 14, 1913. The lines indicate that Brother Dutton is not only in good health, but that he is quite cheerful and has not forgotten his many friends in Memphis, where he was received into the church twenty-nine years ago.

Mikado at Catholic School.

In a personal letter received from Tokio, Japan, by Rev. Albert Muntsch, S. J., of St. Louis University, the interesting news is conveyed that the last public function at which the late Emperor Mutsuhito assisted was the conferring of honors of scholarship awarded to a Catholic student whose thesis was drawn from the philosophy of St. Augustine.

Plans for Catholic Games.

Announcement is made from the Vatican that Cardinal Merry del Val, Papal Secretary of State, has completed arrangements for the international games of the Federation of Catholic Gymnastic societies, which will be held in Rome next September. More than 5,000 contestants will be entered in the games, and Catholics will represent every nation of the world. The games will rival in interest the quadrennial Olympic games, the last of which were held in Stockholm.

Actor Will Be Priest.

The mystery surrounding the sud-

den disappearance from the stage of Michael Byrne, one of the Byrne brothers of "Eight Bells" fame, has been solved. Michael Byrne, who was also the manager of the company, has been in seclusion at St. Francis Academy in Loretto, Pa., for the last four years, and will be ordained a priest in June.

Protectorates for Girls.

The work done by the Protectorate of the Catholic Women's League, Chicago, is to be extended to other cities, and the report brought back by Dr. Mary O'Brien Porter, who has just returned from an eastern trip, is most encouraging. The first protectorate to be established outside of Chicago was at Sioux City, Iowa. A small one at Pittsburgh followed. Dr. Porter is going to Detroit to establish one there, then to Grand Rapids and later to Wheeling, W. Va.

Catholic Rhodes Scholar.

Lawrence Alden Crosby, of Bangor, Bowdoin, '13, was elected to be the next Rhodes scholar from Maine at a meeting of the board of selection held in Augusta last month. The scholarship carries with it a three years' course of study at Oxford university, England, with all expenses paid. Mr. Crosby will enter the big English university next October.

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Death Calls Oldest Jesuit.

Father Benedict J. Masselis, S. J., the oldest Jesuit in the United States, and believed to be the oldest in the world, died at the University of Detroit last week. He was born in Belgium in 1820 and last October celebrated the seventieth anniversary of his entrance into the Jesuit order.

Academy Burns.

The big three-story frame building, owned and occupied by the St. Joseph's Academy, Mena, Ark., with practically all of its contents, was destroyed last month. Though there were nearly 140 persons, the pupils and teachers, in the building when the fire was discovered, all escaped uninjured.

A \$100,000 Academy.

The Sisters of St. Joseph are to erect a \$100,000 convent and academy at Salina, Kans. Business men of the city have donated sixteen acres of land. A parochial school is also to be built.

Gift to Ursuline Sisters.

Cardinal Farley has accepted from former Justice and Mrs. George F. Roesch their gift to him of fifty acres of land, being part of their country home, Bonnie Brook, near Monroe, in Orange county, N. Y. The Cardinal has bestowed it on the Ursuline Sisters, who will erect a fine novitiate for the postulants of the northern province of their order in this country.

To Beatify Bernadette.

The Bishop of Nevers, France, declares that during the present year the Sacred Congregation of Rites may admit the cause of beatification of Bernadette Soubirous, the little girl to whom Our Lady appeared over fifty years ago in the now famous grotto of Lourdes.

Million Dollar Hospital.

The new \$1,000,000 hospital of St. Vincent, Indianapolis, Ind., partly completed, was opened to visitors last week.

A Great Catholic Public School.

The history of Stonyhurst, which is the school dealt with in the "Past and Present" series in the October issue of The Arena, is a story of varied fortunes and remarkable vicissitudes.

The sixteenth century was a troubled time for any but those who professed the Protestant faith. Catholic worship, and with it Catholic education, was banished from the country, and "recusants" were compelled to send their children abroad. In 1592 a school was founded by Robert Persons, at St. Omers, in the neighborhood of Calais, and there, despite collisions with the French, this British school flourished for 170 years, until in 1762 the Parliament of Paris decreed the expulsion of Jesuits and the masters and boys were compelled to escape across the frontier to Bruges. After being nearly extinguished altogether by the decree of suppression, the school, which throughout its continental career dis-

played an amazing vitality, re-established itself at Liege Academy.

Finally, the French Revolution, which was not only anti-Catholic but also anti-English, drove the school over to England. Fortunately the second Catholic Relief Act had been passed two years previously, and, still more fortunately, a former Bruges pupil, Mr. Thomas Weld, of Lulworth, placed at their disposal a mansion of his in Lancashire called Stonyhurst Hall, which has served as the school building to this day.

Aged Teachers Die.

Sister M. Bertha died last month at St. Mary's convent, Monroe, Mich. She was 71 years old and for forty-

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four years had been a member of the order of Sisters-Servants of the Immaculate Heart of Mary.

Brother Jude, of the Christian Brothers, of which community he had been a member for forty years, died in Kansas City recently.

Some New Schools.

The handsome double residence which was held by trustees of the estate of the late Henry Pemberton, Philadelphia, for \$100,000, has been purchased for the convent of the Sisters of Notre Dame.

Sacred Heart Parish, Dubuque, Ia., is planning the erection of a fine building with eighteen school rooms, an auditorium, society halls, club rooms, library, etc.

St. Ann's Parish, Geddes, S. D., con-

template a \$20,000 parochial school building.

A new \$40,000 Italian parochial school was dedicated in St. Louis last month.

Convent Inspection.

What is known as "Scott's anti-convent" bill was up before the Missouri house committee on eleemosynary institutions last month, and was adversely reported to the house. Representative Kennedy of Jackson county was the chief opponent of the measure. He said it was an insult to every Catholic in the state, and a revival of the A. P. A. spirit. Briefly, the bill required county courts to make inspections of all convents, monasteries, private hospitals, detention homes, etc., every three months. The committee was practically unanimous in its report. Similar A. P. A. bills have been introduced in the legislatures of Arkansas and other states.

Lauds Trade School.

Approval of the extension of vocational education in the Philippines and the immediate grant of American citizenship to those Porto Ricans desiring it, constitute the principal features in the annual report of Brigadier General Frank McIntyre, chief of the Bureau of Insular Affairs. In his annual report, made public recently, General McIntyre renews the recommendation for Congressional action for biennial inspection of the insular possession by a board of visitors made

up of representatives of the executive and legislative branches of the government.

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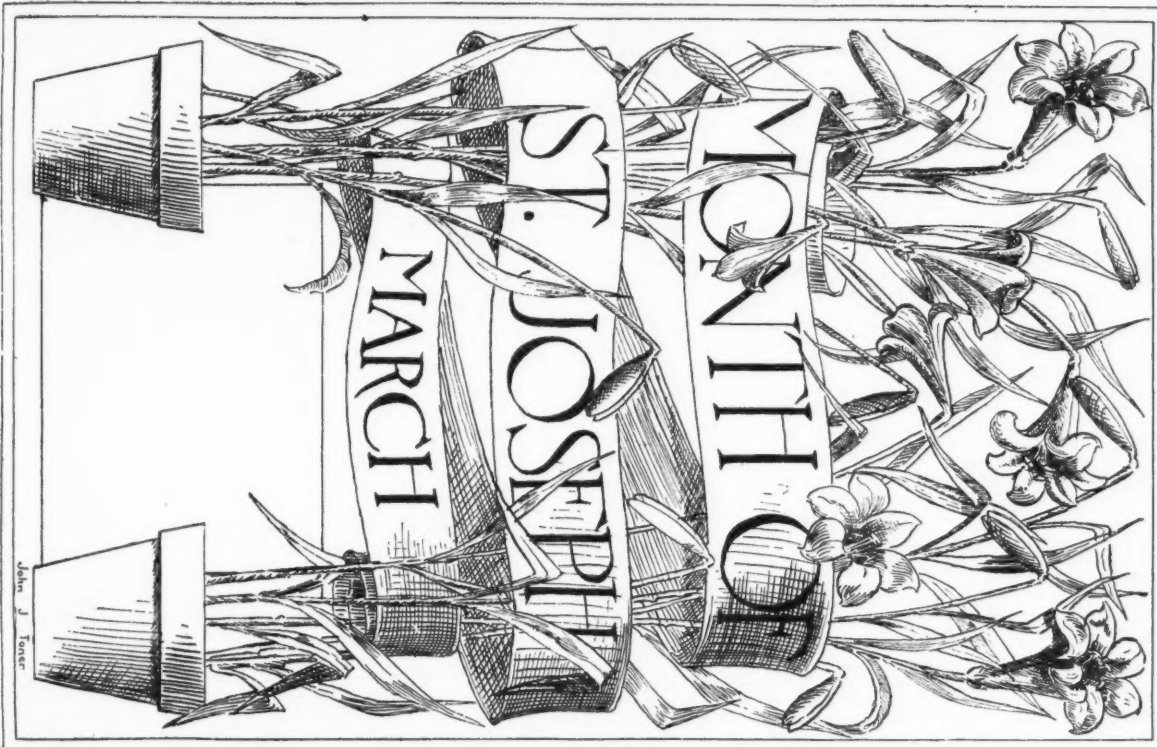
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THE MODERN DRAMA

(Continued from Page 406)

community. No wonder Emperor William does not grace such performance by his presence. No wonder Gorky is a suspect in Russia. He tells the truth, which in this twentieth century is more dangerous than hammering dynamite."

Not having a thorough acquaintance with Gorky's work nor yet with conditions in Russia, we still presume to take issue with the critic, and to say that in America, and thank God for it, the truth teller will not be clapped behind the bars of a madhouse cell, but will be received with acclaim by the people whether his truths are delivered from the street, the pulpit or the stage. Unless memory fails us M. Gorky's stay in America was very short. The people did not put him in an insane asylum, but they did convince him that this country offers no asylum for one who, by his daily life, attempts to subvert all the canons of common decency. The trouble with Gorky's work and that of all his ilk, from my point of view, is that it is the product of depraved minds. What earthly good can result from the creation of a condition where all possible evil is concentrated into a few scenes depicted on the boards? Galsworthy says there are two publics for the theatre—the smaller which cares for the artistic, the larger which cares for the entertaining. "My impression," he says, "is that the smaller artistic public is increasing, but there is a bigger break between its taste and that of the greater public which, on the whole, is not improving. The latter is running more and more to spectacular things than ever before."

Extravagant and Misdirected Effort.

There can be no doubt, even in the mind of the most casual observer, that the theatre going public is more given today to the spectacular than formerly, but can we not truly say that such is the case because the people have not been given the truly artistic? A cursory review of conditions will satisfy anyone that the stage in America has not received from our leaders the stimulus which has been accorded to music, letters and art. And without a directing hand it has run on from bad to worse, not to the point where Gorky's or Sundermann's works can be produced, but rather to an extravagance of effort expended

for the accomplishment of the merest nothing.

It has followed as a natural result that many people who would be theatre-goers are no longer attracted, and many of those who still attend from force of habit or for want of something else to do, are wholly dissatisfied with present conditions. The times demand definite action looking toward the improvement of the standard of theatrical productions, and there is now under way a nationwide movement, which within the next decade, will doubtless cause a wonderful regeneration of the drama.

The Drama League was instituted in Chicago in April of 1910, and now has branches in most of the large cities of the country. Its growth in membership has been amazing, and is sufficient proof that it was needed by the people. The League has among its objects the promotion of an intelligent play-going public and the encouragement of good drama. Its Playgoing Committee issues frequent bulletins hoping to induce attendance, early in the engagement, upon any play on which the committee issues a bulletin. The official statement of the Drama League is independent of any outside influence. The fact that a bulletin is issued on a play indicates that, because of its artistic merit, or the timely and vital nature of its appeal, the committee deems it worthy of support.

The latest convention of the League met last April, and on Shakespeare's birthday, those who attended the convention and many thousands of Chicago's citizens had the pleasure of witnessing a gorgeous Shakespearean pageant participated in by eighteen hundred school children. By means of this festival, all these children have received some knowledge of Shakespeare and the ocular setting forth of the plays meant much to the throng of spectators.

Among the members of the Executive Committee of the Drama League appear the names of many men and women who are well known to the American public by reason of the interest they have shown in the uplift of the drama. Mention may be made of George Baker, Professor of Dramatic Literature in Harvard College, also of Professor Richard Burton, in charge of a similar course at the University of Minnesota.

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however, to realize that while the deficiencies and faults common to dramatic productions exist here, this state today is in the very van of the movement for better things in the theatre. It has remained for a citizen of Los Angeles to give to the people a theatrical production which has already become a source of intense pride to all Californians. What higher tribute could be paid to the Mission Play of John Steven McGroarty—that gentle poet, faithful historian and gifted playwright—than that conveyed in these words of Professor Burton:

"It is hardly too much to say that the State of California could afford to pay the entrance fee to this Mission Play for all the children of the commonwealth, for the sake of its influence in fostering intelligent citizenship. When a more enlightened view of the theatre and of education in general prevails, such expenditures will be a matter of course." * * * "Surely here is one of the pleasant signs of the day, history and religion brought home to the multitude through scene and act. It made me realize anew the power of the play when, as in the elder days, it was devoted to the noblest scenes and was openly aimed at the souls of men."

This dramatic pageant adheres absolutely to the truth in the historical pictures which it presents, and is as truly religious as the Passion Play, fostered and cherished by the Church through all the years. May it serve as the sure promise of the elevation of dramatic art and production to their proper sphere of influence; may the sentiment which it inspires be a source of joy and happy hope for countless thousands.

INDIVIDUAL DIFFERENCES.

Tragedies have been enacted in many school rooms owing to a lack of conception of the differences between individual pupils. The difference between the executive type and the reflective type of individuals is now recognized as demanding special pedagogical treatment.

The executive type may be very backward in abstract studies such as grammar and mathematics, but very alert when it comes to doing things. He is generally a leader among his school mates, and may be depended on to attend to errands. Although the reflective type excels in abstract studies such as mathematics and languages, he is generally lacking in the dynamics necessary for leadership, nor has he the grasp of problems and real situations so characteristic of the executive type.

While nine-tenths of our educational equipment is adapted to the needs of the reflective type of individual, provision is now being made for the needs of the executive type in the establishment of manual training, trade, and continuation schools. Both types need the humanizing influence of social intercourse and contact with people and things. Participation in the social life of the community and in civic movements, conduce to a normal and optimistic attitude towards life.—(Prof. M. V., O'Shea, Wisconsin.)

HUMANE EDUCATION.

By Sister M. Fides, Convent of Mercy, Pittsburg, Pa.

"God made all the creatures and gave them our love and our fear,
 To give sign we and they are His children, one family here."

—Browning.

In a recent address delivered by Bishop Canevin, of Pittsburgh, he said: "I believe if we were more kind to animals we would be better to humanity. We should seek to serve all who come within our reach." This is the true Christian attitude toward life from lowest to highest; from the worm given right of way at our feet, to God—Author of life.

The thoroughly humane education of one generation of mortals would mean a mighty stride upward in the progress of humanity. Nearly all unkindness among children, perhaps, too, among earth's older children, result from want of sympathetic thought.

"Time to me this lesson taught;
 'Tis a treasure worth revealing—
 More offend from want of thought
 Than from want of feeling."

The neglect to feed a pet canary or properly to care for pets of any kind is always thoughtlessness. And it is not a lesson known to young hearts that the results of thoughtlessness may be just as painful, just as hard to bear, just as fatefully sad as the results of malicious intention. The pangs of a bird starving to death in a gilded cage, or a faithful old cat locked for the summer in a cellar, or a

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pet dog freezing to death on the door step do not vary in intensity or in results whether caused by thoughtlessness or by intent; and it is just this lesson that humane education must imprint on the mind of the child.

If boys seem cruel it is because suffering has no meaning to them; they have not suffered; and if their sympathies are unawakened either by the influence of the home or of the school they can look unmoved and even with spirited pleasure upon blood and pain and death. The writhings of a man in the throes of death do not hurt the onlooker at all except through his sensibilities; and if these be abortive, undeveloped, perverted, or non-existent there may be active pleasure rather than pain at the sight of another's death-pangs. Gladiatorial combats, Indian torture of missionaries, bull fights, boxing bouts, and even the jeering cries which have goaded our aviators on to a reckless death flight are all expressions more or less modified of the old selfish insensibility.

The formation of mercy bands and kindness clubs in the schools, and the circulation of the Boston paper, Our Dumb Animals, among the children and in the homes ought to be strongly encouraged. The motto of the paper, "We speak for those who cannot speak for themselves," has in it an appeal to which the generous heart of childhood makes ready response. The spirit of a class-room, a school, a neighborhood, and a community has been known to change decisively for the kinder and better as result of the active operation of mercy bands.



ST. JOSEPH'S MONTH.

(Special Devotion for March.)

O, holy St. Joseph! in thee we confide,
Be thou our protector, our father, our guide;
The flowers of our innocent childhood we twine
In a fragrant white garland of love at thy shrine.
St. Joseph, who guided the Child on His way,
O, guide us and guard us and bless us, we pray!

Long ago didst thou teach the Lord Jesus to speak,
And thine arms were His strength when His footsteps were weak;
So lend us thy help in the days of our youth,
So teach us to walk in the pathway of truth!
St. Joseph, Christ's early protector and stay,
Protect us and save us from evil, we pray!

God saw thee so lowly, so constant, so mild,
And he gave to thy keeping the Mother and Child—
With the poor little hut could no palace compare
When Jesus and Mary and Joseph were there!
The glory the angels flew earthward to see,
For the Lord of the heavens was subject to thee!

When the years glowing o'er us shall smoulder away,
When their ashes, down-drifting, shall crown us with gray,
Still loyal and true may we keep to our vow
To honor our saint as we honor him now!
St. Joseph, who guided the Child on His way,
O, guide us at last to His presence, we pray!

